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The mentally retarded person must learn to cope with the fundamental problems of daily living from the standpoint of his unique handicap. Some of his needs include learning to: maintain a state of physical well-being, live safely, understand himself, get along with others, communicate ideas, use leisure time, earn a living, be a homemaker, enjoy life through appreciation of art and music, manage his money, and adjust to the forces of nature. The philosophy and aim of education for the mentally retarded is to develop a school program which will fulfill the needs of each child, help him to live better, and teach him to use all of his capacities to become a useful and happy member of the group in which he lives.

One of the first considerations in a special training program should be the physical and emotional climate of the classroom. Much can be accomplished by introducing the mentally retarded child to an attractive and stimulating classroom. Frequent analysis and evaluation of functional bulletin boards, interest centers, seating arrangements, and work areas should be made.

Perhaps the major feature of a special mentally retarded class is its flexibility in programming activities. Four sample schedules of daily activities are presented as guides. Curriculum in special training classes is usually organized by use of the experience unit, which offers opportunity for life-like activities. Suggested learning experiences in the following subjects are included in chart form: language arts, reading, spelling, social studies, arithmetic, science, arts and crafts, health and safety, physical education, and music. Local administrative policies and procedures for special training classes are also discussed.

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COURSE OF STUDY
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for
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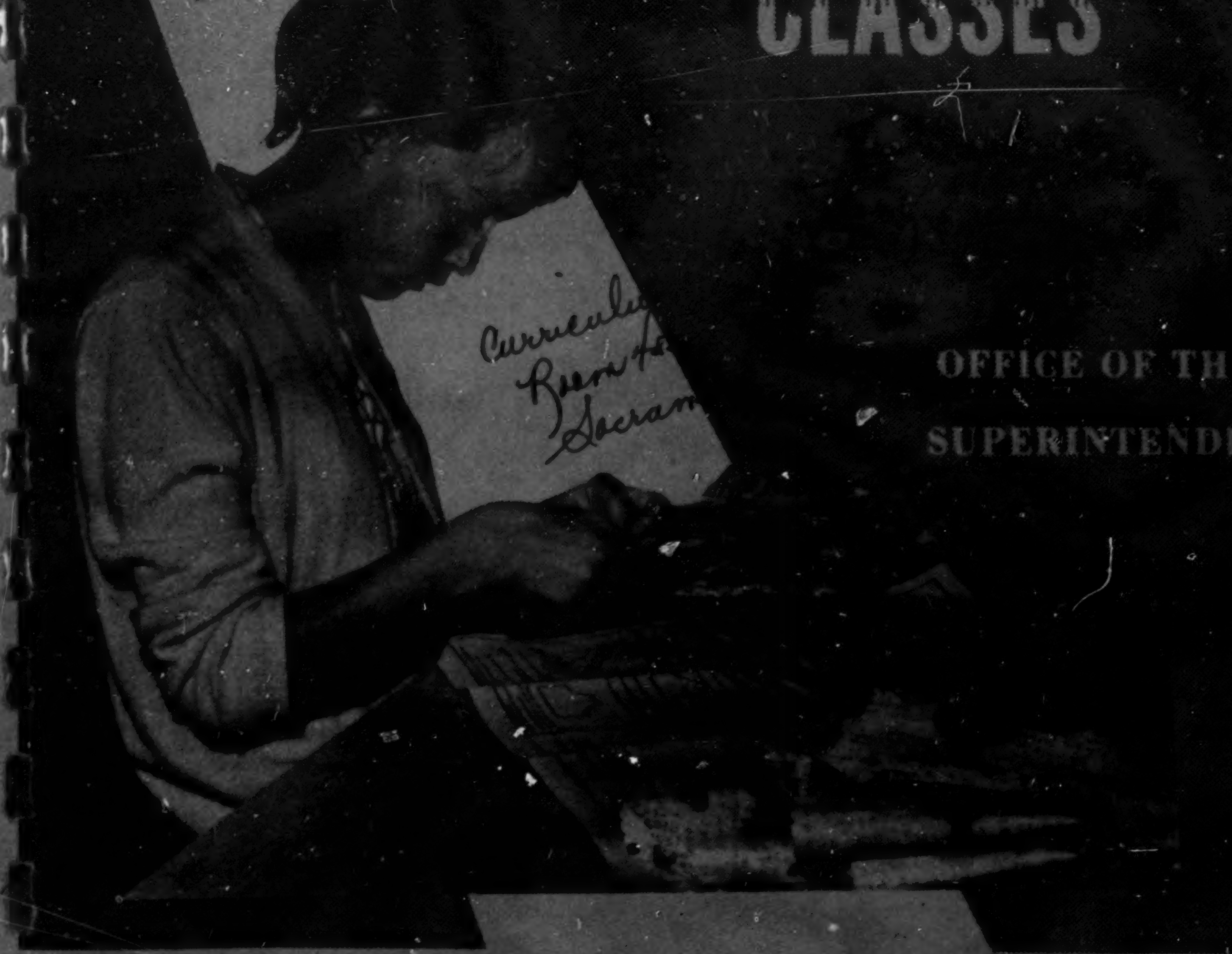

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OFFICE OF THE YOLO COUNT
SUPERINTENDENT OF SCHOOL

A GUIDE TO ORGANIZATION AND OPERATION OF CLASSES FOR MENTALLY RETARDED MINORS

APPROVED BY

COUNTY BOARD OF EDUCATION

A. Doyle Reed, President

Mrs. Betty Robinson, Vice-President

Mrs. Betty Bloom

Mrs. Emiline K. Faye

Mr. Frederick B. Holmes

July 22, 1963

COUNTY OF YOLO
Martin A. Cabalzar, Superintendent of Schools
Woodland, California

FOREWORD

Education in California and in Yolo County is committed to a philosophy of educating all children irrespective of their level of intellectual ability. This principle has been emphasized at a recent White House Conference in stating that each child should be educated in keeping with his abilities, limitations, and interests that would lead toward the best adjustment he can make in life and the most constructive contribution he can bring to society.

The education of the exceptional child is an integral part of the total school program. An adequate educational program must include all possible avenues of approaches to learning and provide for individual differences in offering special assistance and services to children with exceptional needs.

In keeping with the desire to provide the highest level of educational programs available to the mentally retarded child, this office and the school districts of Washington Unified, Davis Unified and Woodland Elementary have reciprocal agreements whereby pupils may be exchanged in the various districts or in the county operated programs so as to provide for the educational adjustment of the child. This cooperative and voluntary plan has been most effective and of extreme value to parents and children alike.

This Guide has been prepared in an effort to assist administrators, teachers and other school personnel in the administration and operation of classes for the mentally retarded. It is our hope that as the Guide is used that suggestions for improving the program will be made for incorporation in future revisions.

Grateful acknowledgement is made to the Sacramento County Superintendent, T. R. Smedberg and his staff, for permission to adapt their publication, Guide to Organization and Operation of Classes for Mentally Retarded Minors to our use.

Acknowledgement is made too, for the fine contributions made toward the adaptations by the county staff. The special teachers, Mrs. Ethel Kincanon, Mrs. Patricia Lowrey, Mrs. Charlotte Shaffer, Mrs. Esther Smith, and Mrs. Martha Walker have reviewed the programs and suggested modifications that have made the Guide useful to themselves and other teachers. Mr. LaMar Ormond, school psychologist, has been responsible for the organization of the Guide and has been assisted by other members of the staff.

Martin A. Cabalzar, Superintendent
Yolo County Schools

Charles W. Keaster
Assistant Superintendent

A BILL OF RIGHTS FOR THE HANDICAPPED CHILD

The Handicapped Child Has a Right To:

As vigorous a body as human skill can give him.

An education so adapted to his handicap that he can be economically independent and have a chance for the fullest life of which he is capable.

Be brought up and educated by those who understand the nature of the burden he has to bear and who consider it a privilege to help him bear it.

Grow up in a world which does not set him apart, which looks at him, not with scorn or pity or ridicule---but which welcomes him exactly as it welcomes every child, which offers him identical privileges and identical responsibilities.

A life on which his handicap casts no shadow, but which is full day by day with those things which make it worthwhile; with comradeship, love, work, play, laughter and tears---a life in which these things bring continually increasing growth, richness, release of energies, joy in achievement.[1]

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[1] White House Conference on Child Health and Protection

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AIMS OF SPECIAL EDUCATION

The broad objectives of self-realization, human relationship, economic efficiency, and civic responsibility are guidelines for the retarded as well as normal child. However, these objectives must be translated into reasonable expectancies for retarded children. In general, most specialists in the field of education of the mentally retarded agree that the more specific aims for the mentally handicapped include the following:[1]

(1) They should be educated to get along with their fellow men; i.e., they should develop social competency through numerous social experiences.

(2) They should learn to participate in work for the purpose of earning their own living; i.e., they should develop occupational competence through efficient vocational guidance and training as a part of their school experience.

(3) They should develop emotional security and independence in the school and in the home through a good mental hygiene program.

(4) They should develop habits of health and sanitation through a good program of health education.

(5) They should learn the minimum essentials of tool subjects even though their academic limits are third to fifth grade.

(6) They should learn to occupy themselves in wholesome leisure-time activities through an educational program that teaches them to enjoy recreational and leisure-time activities.

(7) They should learn to become adequate members of a family and a home through an educational program that emphasizes home membership as a function of the curriculum.

(8) They should learn to become adequate members of a community through a school program that emphasizes community participation.

Needs of the mentally retarded arise from the fundamental problems of daily living and from his unique handicap. Stated in simple terms the above listed specific aims represent what the learner needs rather than what the teacher should teach. Some of these needs are:[2]

(1) Learning to maintain a state of physical well-being.

(2) Learning to live safely.

---

[1] Kirk, S. A., and Johnson, G. O. Educating the Retarded Child. p. 118.

[2] Stevens, Godfrey. "An Analysis of the Objectives for the Education of Children with Retarded Mental Development." American Journal of Mental Deficiency, Vol. 63, No. 2, Sept. 1958.

(3) Learning to understand one's self.

(4) Learning to get along with others.

(5) Learning to communicate ideas.

(6) Learning to use leisure time.

(7) Learning to travel and move about.

(8) Learning to earn a living.

(9) Learning to be a homemaker.

(10) Learning to enjoy life through the appreciation of art, dance, and music.

(11) Learning to adjust to the forces of nature.

(12) Learning to manage one's money.

The philosophy and aim of education for the mentally retarded is to develop a school program which will help every child learn how to live better, how to use all of his capacities, and how to become a useful and happy member of the group in which he lives.

MENTAL RETARDATION AND EDUCATIONAL IMPLICATIONS

Mental Factors	Implications
Limited ability in academic achievement	Incapacity for academic achievement becomes more and more pronounced as degrees of intelligence becomes less. To the extent that the specific academic subject is dependent upon general intelligence, retarded children will be unable to achieve the level of skill that average children reach. Thus, in the case of reading comprehension and arithmetic reasoning, two subjects that are highly dependent upon the intellectual level of the child, the retarded group may be expected to show severe limitations. Children at the upper level of the retarded group may be expected to achieve a reading level of about fifth grade, whereas children at the lower level may only be able to reach an academic level in reading of about the second grade.
Restricted language development	This may be because of poor hearing; sometimes because of lack of understanding; sometimes because of poor habits; or sometimes because of pathological defects in the speech organs, or emotional problems. Although their vocabularies may be limited, their speech and language will be adequate in most ordinary situations. Their vocabularies are of course at a considerably lower level than those of average children, but they do respond to other persons, can communicate and express themselves in a limited way. The least retarded of the group are capable of initiation and sustaining adequate conversation. Opportunities for all types of communication must be afforded these children in classroom and school experiences.
Inability to progress at the regular rate of learning	Research shows that mentally retarded children develop slower than the average child; therefore their progress in school under favorable conditions is likewise slower than the average child. Their mental development is approximately one-half to three-fourths that of the average child. Therefore, their progress in school, under favorable con-

Mental Factors	Implications
	ditions, is likewise at about one-half to three-fourths the rate of the average child.
Significant variation between mental and chronological age	An instructional program must take into account that the mental age of these children is two to five years less than their chronological age. The teacher will find the mental age of more value than the IQ in planning a program. The mental age will tell the teacher at approximately what academic level the child should be achieving and suggests the limitations of the retarded child. For example, in school tasks calling for association, comprehension and judgment---such as getting meaning out of the printed page, adding new words to his vocabulary, and solving problems, the mentally retarded child who is chronologically twelve years old and mentally eight and a half years old, with an IQ of 70, will respond more as a normal eight year old child rather than as a normal child of his own chronological age.
Are limited in imagination, initiative, and originality	The mentally retarded child is less able to learn from experience to take in all the elements of a complex situation, to forsee consequences, and to form judgments than the normal child. They are less capable of purposeful direction. They may be unable to recognize their responsibility for the consequences of their act.
	The teacher must have the patience to point out to them matters of interest in their environment, of which they would not otherwise be conscious.
	Their curriculum must be rich enough in understanding of their contemporary world to carry them through adulthood, since they will not generally seek knowledge after they are out of school.
	They tend to follow without question---rules, conduct and suggestions. They are suggestible and inclined to be followers rather than leaders. Perhaps this is because leadership roles have been denied them.

Mental Factors	Implications
	The teacher needs to foster leadership qualities. This can best be fostered through classroom experiences.
Inability to deal with abstraction	The selection of the kinds of academic skills to be learned by retarded children should be guided by the principle that all such training must be closely geared to the child's immediate needs and experiences. This principle is applicable to other groups of children, but is expecially relevant for the retarded group. Every possible activity must be available, such as excursions, radio and TV programs, all types of visual aids, experiments, dramatization, discussions, handcrafts, rhythm, music, games, and sensory training.
Poor powers of observation	Fail to recognize changes in their immediate environment, or see relationships. They lack foresight. Again, a rich class environment which pupils help develop and maintain is essential in developing powers of observation.
Have a short memory span and slow reaction time	Mentally retarded children learn slowly and seem to forget quickly. They assimilate context at a slower rate. Their educational material must be carefully selected so that all work may be entirely within their comprehension. Their instruction must provide for many and varied repetitions set in various meaningful experiences. Emphasis must be on a practical application of things learned in every day life, rather than on mere rote memorization. The teacher's resourcefulness will prevent this from becoming boresome.
Limited ability to distribute attention	Mentally retarded children require short, well-motivated periods of learning. Short-time projects are more successful than long-time projects. Distracting stimuli should be eliminated from classroom as far as possible.
Lack insight and have unrealistic goals	Each child should be studied, his strength and weakness assessed, and curriculum planned that will meet his level of growth. Assessment involves the exploration of many aspects of the child's life in order to determine the reasons

Mental Factors	Implications
	for the difficulty, the nature of the problem, and prospects for dealing with or improving the condition. Individual case study, counseling and guidance by the teacher is of primary importance.
Has strong feelings of general unworthiness and tends to hold his abilities in low esteem	Teacher will be aware that this is the result of a generally inadequate child searching for recognition. It may often be the child's own misjudgment of his abilities and limitations. Tendency toward self-devaluation can be lessened by giving child experiences in success.
Limited in incidental learnings	This inability of the child to profit from peripheral information indicates that teachers cannot take for granted that the child will acquire information simply because it is in his immediate presence.

Physical Factors	Implications
Often have poor motor and muscular coordination	The retarded child shows or tends to have an unevenness of ability in areas of attainment. He may succeed in motor tasks and hand skills and at the same time experience failures in tasks calling for ability in academic areas, and vice versa. A well-adjusted child with an IQ of 50 may do better school work than a poorly adjusted child with an IQ of 60. The child at the lower end of the intellectual scale may have severe difficulties in establishing muscular controls, particularly in the use of fine muscles. Gross muscular control may also be difficult but may eventually be mastered.
Frequently have visual, auditory and speech disabilities	Mentally retarded children have a far greater percentage of these disabilities than do average children.

	Individual requirements for correction must be provided. Curriculum planning must take into account these possible disabilities.
Some have associated physical disabilities	Many mentally retarded children have multi-handicaps and complete medical evaluation is a prerequisite to planning educational programs to meet needs. Some of these are brain-injured children with disabilities commensurate with their handicap. Complete assessment of medical, physical, mental and emotional factors is prerequisite to program planning.
Approaches nearer the "normal" child in sensory acuity and in motor ability than in intellectual processes.	Should have many opportunities to share in all activity and group experiences with peers. The teacher may use this asset to build confidence and self-esteem which may have been shattered in academic areas.

Social and Emotional Factors	Implications
Apt to have many behavioral problems	The mentally retarded child reacts to the impact of emotional stresses in the same general manner as the more average child, but he tends to be less able to tolerate anxiety and stress because of his relatively slower maturation. In general, research has not found any specific personality characteristics among retarded children that are not found in normal ones. Though they have the common characteristics of mental retardation they exhibit a wide variety of social and personality and behavioral traits. Their personality reactions, although they may be exaggerated, appear to be like other children. The behavior characteristics of these children should not be considered a part of the mental handicap itself; they are the result of the situation in which these children have been placed. They have been allowed to fail and this failure to achieve what is required of them has produced a discrepancy between their capacity to behave and the requirements of the

Social and Emotional Factors	Implications
	environment. To adjust to failures or frustrating situations, these children have become aggressive, have withdrawn and regressed to more immature levels of behavior, and have compensated in one way or another.[1]
Limited ability in social competency	The educational program for the mentally retarded child should emphasize social relationships, working with others, getting along with people, and having a certain degree of consideration for the rights and desires of others. The school must, therefore, provide a setting in which the retarded child may experience success and learn to be confident of his own ability to make satisfying adjustments in a demanding environment. The ultimate goal of his schooling should be social and vocational competency.
Are often satisfied with inferior effort and achievement	Much time must be spent establishing good work habits. Frequent evaluations should be made in writing by the teacher to be used in conferences with both the child and his parent.
Have met with much criticism and failure and so are easily discouraged	The teacher must strive to maintain an enthusiastic attitude, showing appreciation of honest effort and making her children feel that she likes them. She should focus her attention upon what they can do, rather than upon their weaknesses. A calm, quiet manner is essential for the mental health of these very insecure boys and girls.
Are less likely to control their emotional desires	They need much experience in group activities, so that they may learn to work and play together harmoniously.
Desire to be socially acceptable	The slow-learning child has many of the experiences of "normal" children of his own age.

---

1. Kirk, S. A., and Johnson, G. O. Educating the Retarded Child

Social and Emotional Factors	Implications
	With adolescent maturity comes the development of strong emotional tendencies, interest in vocations, in friendships, in the opposite sex, and in a desire to be like others.
	Because of less ability to learn form experience, to take in all the elements in a complex situation, to foresee consequences, and to form judgments, the slow learner is less capable of making social adjustments than is the "normal" child.
	Personality and social adjustments are important factors in determining the success or failure of the slow learner.
Are more suggestible	While a child of fourteen may have the mental ability of a child of nine years, many of his interests will usually be more of those of the fourteen-year-level.

In any special class deviations in personality traits will appear in varying degrees of intensity.

The child may be:

. . . belligerent or passive.
. . . aggressive or shy.
. . . suspicious or gullible.
. . . hypersensitive or immune to criticism.
. . . insecure or secure.

His actions frequently portray:

. . . need for status.
. . . negative attitude toward criticism.
. . . lack of initiation.
. . . lack of inhibitions.
. . . limited ability to participate in worthwhile leisure activities.

While these characteristics are evident when contrasting large numbers of mentally retarded children with children of normal mentality, they may or may not be found in each retarded child. Some retarded children are quite normal in some aspects of development. Caution should be taken in trying to appraise mental retardation solely on the basis of some specific characteristics.

PHYSICAL AND EMOTIONAL CLIMATE OF THE CLASSROOM

Frequently, the mentally retarded child comes to the special classroom a defeated, frustrated, and unhappy child with antipathy toward formal learning. Often, due to unhappy experiences, he has managed to repress what curiosity he originally possessed or else has transferred it to less desirable areas. At about the time that most children enter the third or fourth grade, the special class pupil has come to a parting of the ways so far as the regular school curriculum is concerned. Theoretically, the average nine-year-old has finished with his exploration of home and family living and has acquired knowledge of his immediate neighborhood and surrounding community; but the nine-year-old mentally retarded child is really just now ready to embark on a study of the home, school, and immediate neighborhood.

Interesting classroom activities planned on the developmental levels of these pupils may eventually overcome the effects of former unpleasant school experiences. Much may be accomplished by introducing the mentally retarded child to an attractive and stimulating classroom---one which holds promise of interesting, happy, and successful experiences. One of the chief requisites of the special classroom is brightness and cheerfulness. One question a teacher might well raise is what possibilities does it offer for attractive and healthful "living quarter". Both teacher and children will spend many hours there for many months and for that reason the classroom should be as attractive as is humanly possible.

The concept of good mental health should permeate the whole classroom. It begins with the teacher's understanding of the child's need; it finds expression in every activity of the day in which the child is helped to live socially with other people and to contribute his bit to the total program. Every activity gives opportunity for demonstration of habits of cooperation, thoughtfulness, consideration, and other socially desirable traits. The teacher should realize that she must try to put into her own life the same characteristics which she seeks in the life of the child, namely, courage, a reasonable degree of independence, calmness, cheerfulness, and friendliness.

The bulletin board furnishes opportunities for seasonal and topical displays of materials that are created or collected by the pupils and which may add to the attractiveness of the room. Many rooms, otherwise drab, have been brightened by murals which have been produced by pupils in connection with social studies units or a reading project.

Centers of Interest in the Classroom

In every classroom there should be many centers of interest containing materials to arouse the child's curiosity, stimulate his imagination, and challenge his interest. Expensive items are not needed. A library with orange crate furniture, or a corner with spools, bits of board, raffia, reed, leather, odd bits of sewing materials, paints, and a few tools for building appeal to a child as much as expensive materials. At the initial stages the child may enjoy just feeling the materials and manipulating them. At a later date, definite areas of interest may be attractively arranged for small groups to work together---reading circle, library and science centers, work and dramatic play centers, and quiet centers for relaxation and rest.

Centers	Materials	Curriculum Areas	Educational Values
Activity corner	House, dolls, carriage, doll bed, ironing board, washboard, broom, telephone, kitchenware	Social studies Language arts Pupil Participation	Sharing Self-expression Emotional release Development of leadership
Science corner	Plants, seeds, bulbs, magnets, fish, turtle, shells, cork, magnifying glass, science books, terrarium, aquarium, bird's nest	Science Language arts Social studies Pupil participation	Observation Firsthand experience Thinking Experimentation Curiosity
Weather Chart	Chart constructed by pupils and teacher, class-made thermometer	Science Language Social studies Pupil participation Arithmetic	Observation Understanding Interest
Library corner	Table, chairs, books, magazines, picture dictionaries	Language arts Social studies	Free reading Research Appreciation
Current events	Charts, blackboard, newspaper clippings	Social studies Language arts	Self-expression Sharing Understanding Democratic living
Art center	Tables, chairs, easel, paints, brushes, crayons, clay, finger paint, puppets, looms and weaving materials, colored chalk, scissors, paste, construction paper	Art Pupil participation	Creative expression Emotional release Manipulation Work habits Motor co-ordination Appreciation
Bulletin boards	Charts, pictures, work of the pupils, announcements, surprises	Language arts Social studies Science Art Pupil participation	Observation Sharing Appreciation Accomplishment

Music corner	Rhythm instruments, phonograph, records, radio, piano, classroom instruments	Music Health Education Social studies Pupil participation	Creative expression Appreciation Development of leadership
Game corner	Games, toys, blocks, puzzles, trains, airplanes	Language arts Social studies Mathematics Science Pupil participation	Self-expression Sharing Building numerical concepts Manipulation Motor coordination
Exhibit corner	Charts, posters, articles, pictures, booklets, scrapbooks related to the unit	Social studies Language arts Art Science Pupil participation	Integration Accomplishment Appreciation Research Use of Committees
Dramatic Situation corner	Materials pertaining to a dramatic situation: post office, grocery, firehouse, candy store, stage	Social studies Language arts Arithmetic Science Art Pupil participation	Dramatic expression Emotional release Accomplishment Planning Development of leadership
Construction corner	Lumber, workbench, vise, saw, hammer, nails	Art Science Social studies Pupil participation	Manipulation Creative expression Motor co-ordination

Room Environment

The teacher who has a sensitivity to the beauties of everyday living will make every effort to bring this awareness into the classroom. The teacher with awareness and fresh vision looks at the world as though he were the very first person to see it. . .Awareness to everything about us is the key to a fuller life. We are born with an acute awareness---children have it in abundance. Every human being needs to have some means of expressing himself. Creating a beautiful room environment can provide an opportunity to the child for this expression of creativity.

Teachers and Children Help with Environment

Frequent analysis and evaluation of functional bulletin boards, interest centers, seating arrangements, and work and play areas will give children insight necessary for them to participate successfully.

Good Housekeeping

A classroom is a place where work is being done and as a "workshop" it should be as clean and orderly as possible.

Careful organization is especially essential in crowded classrooms.

This organization should be familiar to all of the children.

Insistence on maintaining this organization will help develop room pride.

Lighting and Ventilation

Windows should be at least partially open at all times.

Blinds and shades should be kept even.

Lighting should be adequate. No child should face the light.

Window sills should be kept clear.

Walls

All walls should have some unused space so that the eye can have a spot to rest.

Doors and windows should not be used as pinning space.

Bulletin boards should be arranged so as to have margins.

- Label them.
- Group the material.
- Change often.
- Avoid combining children's work and commercial matter.

Children's art work should be exhibited.

- Few at a time.
- Group them.
- Label them.
- Line up evenly with tops or bottoms near children's eye level.

Charts should be well organized.

- Letter them neatly.
- Keep them functional.
- Discard them when they have served their purpose.
- Use alphabet as reference material, not permanent wall decoration.

Framed commercial pictures should be appropriate for the grade level.

- Hang pictures flat against the wall and apart from other wall displays.
- No wire showing.
- Place near children's eye level.

Furniture Arrangement

Group furniture to save floor space.

Library center should be near a bookcase.

Reading center should be near the blackboard.

Dramatic play area must have sufficient floor space against a wall where constructed articles may be assembled.

Social studies center should have a bulletin board and a table for exhibits.

Art center---easels should be placed at right angles to the light and never in direct sunlight when in use.

Science center, usually near sink, needs space to arrange collections; bulletin board for motivating experimentation; proper storage of science equipment.

Music center---rhythm and percussion instruments should be convenient for use; tables and chairs can be pushed aside for rhythms; pictures and exhibits stimulate interest.

Work centers should be kept in order.

- Label them.
- Keep well-stocked with tools and materials.
- Keep materials in labeled boxes.
- Commercial cartons used for storage will be neater if all painted or covered with the same color.
- Keep nature material fresh and cared for.
- Make a labeled mat for each science display.
- Label walls when they are used for work centers.

Space between Windows

Do not put pictures, charts, or things requiring close study in the space between windows.

Do use this space for growing plants, hanging baskets, glass, pottery, plastic or metal flower holders used in a decorative manner.

Levels

Reduce the number of levels in a room for the quiet and reposed effect that it creates.

Place all charts on any walls at the same height.
When mounting pictures at eye level or above have lower edges of the mounts on the same level.
When adding anything to a wall, find something on another wall by which to establish its level.

Captions

Keep captions similar in size and types of lettering.

For primary grades use manuscript lettering.

For grades 4 through 8 use upper case letters.

Captions may be made by teacher or children.

Pictures

Pictures are most effective at eye level.

If placing above the blackboard bring the bottom edges of the mounts down to ¼ inch above the molding of the board.

Pictures in groups of uneven numbers are more attractive than even numbers.

Pictures in a space are more effective if grouped.

Small reference pictures are placed at eye level, on a movable pinning board, or on the reading table.

Color

Keep room colorful in quiet, restrained way, subtle rather than glaring.

Cool and shaded rooms require the use of warm colors: Tan, orange, yellow, or subdued red.

Warm rooms take cool colors: Gray, blue, green, violet.

RELATION OF SPECIAL CLASS TO THE GENERAL SCHOOL PROGRAM

Children enter school at the age of 4 years, 9 months. This means, according to Dr. Christine Ingram, that the mentally retarded child begins his school career along with normal children on the as yet untested assumption that he has ability equal to that of other children and that he will succeed equally well. From the beginning the mentally retarded child is poorly adjusted to school and, consequently, fails to make satisfactory adjustments because of his limited innate ability. He lacks the ability to acquire certain expected skills---he cannot keep pace with the normal child. Continued effort only emphasizes his inadequacies and causes failure and repetition of grades.

This failure and repetition often results in listlessness, indifference, carelessness, idleness, feelings of inadequacy, and dejection, or in short, a series of unwholesome attitudes. Thus, the mentally retarded child working in the traditional grade organization fails to experience the success and satisfaction that are due every child in his school life.[1]

Whether a child is to be placed in a special class or remain in the classroom with normal children he must be provided with suitable educational opportunities from the beginning. If he is to be placed in a special class, the school administration should be fully aware of the fact that "mere segregation without rather far-reaching reconstruction of the curriculum will accomplish little for slow pupils".[2]

In order for the special training program to benefit the class and individual mentally retarded pupil, its acceptance in the school and its integration in the entire school program are fundamental and necessary. Often the special class and special educational program is not accepted as an important and closely integrated unit of the total school program. If such is the case, the attitudes of the teachers and administration will be reflected in the general pupil population and the special class pupil will become isolated and stigmatized.

The acceptance of the special class as a part of the general educational program rests with the school administration and the teaching staff. Acceptance and recognition of the special class may be promoted by an organization set-up which will tie the special education into the general program. The special class teacher must be recognized by fellow teachers as a member of the teaching staff---one who participates in staff activities and in the total educational program.

The acceptance in a school system for a successful class depends on:

(1) Staff acceptance of and respect for the personality of a child regardless of his handicaps.

(2) Sympathy toward the program.

(3) Interest in the program.

(4) Knowledge and an awareness as to philosophy, goals, and programs for the mentally retarded child.

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[1] Ingram, Christine P. Education of the Slow-learning Child.
[2] Featherstone, W. B. Teaching the Slow-learner.

(5) An attitude of acceptance.

(6) Proper attitudes toward and cooperation with the special class children and their teacher.

(7) General and individual conferences: the observation and study of the behavior and potentialities of pupils being currently discovered who are immature and retarded and who are possible candidates for special class placements---mutual staff understandings and considerations for placement.

Administrative Policy Toward the Special Class

The responsibility of obtaining the acceptance of the special class as a part of the general education program must rest upon both the school administrator and the teacher in the special education program. The administrator may promote acceptance and recognition of the special classes by providing an organizational set-up which will tie special education into the general education program.

(1) Special class must be placed on a par with other classes.

(2) All facilities of the school must be available on an equal basis:

- (a) Grounds
- (b) Play areas
- (c) Gymnasium
- (d) Lunch room - cafeteria
- (e) Equipment
- (f) Audio-visual aids

(3) Any additional general and special services should also be made available to special classes.

(4) Special equipment and necessary materials for the classroom should be generously provided.

(5) The administrator's attitude should mold positive attitudes in all teachers and lead to increasing appreciation of the potentialities of these pupils.

(6) Special education classes should have the recognized elements of a promotional system if the regular grades have a promotional system. If grade children have certificates, so should special class children; if there are promotional exercises, special education children should participate.

Special Education Teacher's Responsibility

The special class teacher must be recognized by fellow teachers as a good teacher, capable of leadership, a resource person who can assist other teachers in understanding pupil problems, and a true believer in the inherent worthiness of handicapped boys and girls.

The final acceptance of the special education program will depend upon the results obtained in the education of retarded pupils. The program will be accepted by parents and teachers of the school staff only if it produces boys and girls who are socially well-adjusted and who demonstrate the acquisition of good work habits. Special education, like any other educational program, will be evaluated in terms of achievements which may include, among others, such items as:

(1) The development of goodwill and proper attitudes toward the class on the part of teaching staff, parents, and children.

(2) The achievement of understanding in the pupils own room, with other pupils, and in the community.

(3) Setting high standards for cleanliness and courtesy.

(4) Cooperating in the care of buildings and performance routines as long as such tasks are educational experiences for the pupils.

(5) Helping to see that the children participate in all school activities with comparable age groups.

(6) Cooperating in sharing special equipment, such as shop, radio, and projector.

(7) Being constantly alert to the opportunities and privileges that other pupils of like ages are experiencing.

(8) Having a knowledge of health and social agencies for referral of pupils wherever necessary.

Parent-Teacher Associations

(1) Teachers of special education should be included.

(2) Parents of pupils in special rooms should be included in invitations, programs, and benefits.

(3) Great effort should be made to draw parents of special education into PTA groups.

Community Acceptance and Support of the Special Education Program

Groups should be contacted and familiarized with the program, its goals and its needs: health groups, social agencies, State Employment Service, Vocational Rehabilitation Division, local labor organizations, local Parent-Teacher Council, service groups--Kiwanis, Rotary, etc.

In recent years much discussion has centered about segregation versus non-segregation of mentally retarded pupils. It must be remembered that, even under optimum conditions, the seriously retarded pupil may frequently become an isolate in the normal classroom and he is usually denied participation in certain experiences which are of importance in his total personality configuration. Often as the normal pupil's level of understanding matures he loses patience with his retarded classroom associate, opportunities for leadership and responsibility are assumed by the more able class members and the retardate may become either stigmatized or patronized to such a degree that he is conscious of embarrassment and severe frustration. It is quite possible to practice non-segregation of retarded pupils by having them in the normal classrooms and yet effectively segregate them from a rich variety of educational experiences as well as from opportunities for adequate social adjustments.

Assignment to a special class should not imply total segregation any more than does assignment to a second or third grade, or to solid geometry at the high school level. Only institutional life involves total removal from the normal environment. The mentally retarded child who is capable of eventual adjustment in normal society should certainly retain as many contacts as possible with that society. There are many activities and experiences which the retarded child may share with children in normal classrooms.

In physical education the retarded child is often at no disadvantage with normal children---but care must be taken to protect from ridicule the pupil with gross physical stigmata. In general assembly programs it is possible to plan their contributions so that their backwardness is not obvious. The inclusion of special class children in all social activities of the school and their participation on student councils and committees will contribute to their growth in social competency.

The intent of the law enacted in the interest of the mentally retarded child is to improve and promote the welfare of the retardate. In order to accomplish the intent of the act, it is of paramount importance that there be community understanding of the problem of mental retardation. It is important that people have understanding of what mental retardation means. There has been a traditional feeling of stigma and guilt of the part of many parents of mentally retarded children. In recent years the mentally handicapped has been placed in the same class with the physically handicapped with no more stigma or blame attached.

Homes of mentally retarded children differ in cultural, social, and economic status the same as are found in the general population. Mental retardation may occur in families of rich, average, or underprivileged circumstances. While a certain percentage of mental deficiency may be inherited, the majority of children coming to attention have conditions which may be explained by birth injury, severe infantile illness, endocrine or nutritional deficiencies, damage to the central nervous system before birth, at birth or after birth. It is the joint responsibility of the home, of the school and the community to understand the mentally retarded child and to assist in the promotion of adequate facilities for those children who cannot compete on equal terms with other individuals because of mental retardation.

PROGRAM PLANNING

One of the major features of a special training class for mentally retarded pupils is its flexibility in the programming of activities during the school day. This flexibility is designed to allow the greatest facility in meeting the needs of children. Both long-range and immediate planning are extremely important in the education of the mentally retarded. There is a limited amount of learning ability in these children and a relative limited time in which formal education may be given.

Overlapping of periods is not a problem of concern in the integrated program which provides blocks of time for related activities. Once the achievement and working levels of the children have been determined the teacher can schedule her program to meet the needs of that particular class.

Scheduling is determined not only by the needs and abilities of the children of the special class but the schedule for the regular classes in the school. While the general school requirements are usually less flexible, cooperation between the special classes and the general school schedule is necessary. The time for classes to begin, the recess and often the physical education periods, lunch hour, and general assembly periods are often governed by the requirements of the regular classes.

The more completely a special class can conform to the requirements of the general school the easier integration becomes and the less the class is looked upon as "different".

Suggestions for programming

1. A desirable and practical way to organize the special class program is in large blocks of time.

2. Blocks of time are generally an hour or more in length and are arranged according to experience units and subject matter areas, social studies, language arts, physical and health education, arithmetic, and the arts.

3. The division into subject matter areas made especially for the purpose of securing a well-balanced program and preventing serious omissions.

4. The program should be so arranged that work may develop around large centers of interest. It must be flexible permitting change when necessary.

5. Providing for flexibility will permit the teacher to

    . . . . . meet the varying needs.

    . . . . . provide for the child whose attention span is so limited that he must participate as a member in short activities within a block of time.

. . . . . provide a wide variety of worthwhile experiences.

. . . . . utilize current conditions and events.

. . . . . coordinate the various daily activities.

. . . . . provide opportunities for pupils to share in planning, executing, and evaluating their activities.

Following are suggested schedules which may be helpful as a guide to a special class teacher in setting up her own schedule of activities.

A PRIMARY SCHEDULE - Sample A

Time	Subject
9:00 - 9:30	Opening exercises; calendar and weather; health check; Sharing
9:30 - 9:50	Language Arts; Readiness; Group I Reading
9:50 - 10:00	Clean-up for recess
10:00 - 10:10	Recess
10:10 - 10:50	Reading Group II and III; Language development for readiness group
10:50 - 11:10	Physical education
11:10 - 11:40	Social studies
11:40 - 12:00	Evaluation; Prepare for lunch
12:00 - 1:00	Lunch hour
1:00 - 1:15	Relaxation - rest
1:15 - 1:35	Music - rhythm and appreciation
1:35 - 1:55	Arithmetic - readiness
1:55 - 2:00	Clean up for recess
2:00 - 2:10	Recess
2:10 - 2:30	Health, safety; Science
2:30	Dismissal

A PRIMARY SCHEDULE - Sample B

Time	Subject
9:00 - 9:20	Opening exercises and sharing
9:20 - 10:10	Language arts - readiness or reading
10:10 - 10:30	Music
10:30 - 10:45	Recess
10:45 - 11:15	Arithmetic readiness in number work
11:15 - 11:45	Social studies unit
11:45 - 12:00	Preparation for lunch
12:00 - 1:00	Lunch hour
1:00 - 1:10	Relaxation and rest
1:10 - 1:30	Language arts - language development
1:30 - 2:00	Health - Safety - Science
2:00 - 2:20	Physical Education
2:20 - 2:30	Evaluation, Preparation for dismissal
2:30	Dismissal

AN INTERMEDIATE SCHEDULE - Sample A

Time	Subject
9:00 - 9:20	Opening exercises
9:20 - 10:15	Language arts, individual reading, group and seat work
10:15 - 10:30	Recess
10:30 - 11:00	Health - Safety - Science (alternating)
11:00 - 11:45	Social studies
11:45 - 12:00	Clean up preparation, Evaluation
12:00 - 1:00	Lunch hour
1:00 - 1:15	Quiet time - listening to a story, music or recording
1:15 - 2:00	Arithmetic
2:00 - 2:20	Physical Education
2:20 - 2:30	Recess
2:30 - 3:00	Discussion and participation in leisure time, arts and crafts, integration with regular classes in recreational activities, such as folk dancing, hobbies, clubs, etc.
3:00	Dismissal

AN INTERMEDIATE SCHEDULE - Sample B

Time	Subject
9:00 - 9:30	Opening exercises Sharing, group discussion, etc.
9:30 - 9:45	Health and Safety
9:45 - 10:20	Language arts - Reading Group I and II
10:20 - 10:30	Recess
10:30 - 10:50	Language Arts - Reading Group III
10:50 - 11:00	Spelling
11:00 - 11:30	Social Studies
11:30 - 11:50	Physical Education
11:50 - 12:00	Evaluation
12:00 - 1:00	Lunch hour
1:00 - 1:30	Arithmetic
1:30 - 1:50	Music - Science (alternating)
1:50 - 2:00	Recess
2:00 - 2:15	Writing
2:15 - 3:00	Arts and crafts - related social study activities
3:00	Dismissal

CURRICULUM FOR MENTALLY RETARDED PUPILS

Using the previous data in this guide as a frame for reference together with the Yolo County Courses of Study, the special class teacher can then make specific applications and adaptations according to the individual needs, abilities, and interests of his class in developing the content of his classroom instruction.

The special class teacher needs no introduction to the use of the experience unit in integrating real and vital experiences with the subject matter of education and in the development of skill in tool subjects. The experience unit offers opportunities for life-like activities in which the child feels the need to inquire, to make observations, to secure information, to try out things, to solve problems, and thereby attain many worthwhile learnings. Units of work developed in the primary grades should be directly related to interests and activities in the child's environment, and in the intermediate grades broadened out into units dealing with neighborhood, community, and broader relationships.

The mentally retarded child transfers and applies his learnings to new situations less readily than the normal child and, therefore, much of all classroom instruction may grow out of experiences, both within and without the school, from social studies and from science units. The experience unit is not merely an activity; it can provide a meaningful method of covering the various areas of social studies and sciences, as well as opportunities for applying number work, reading, crafts, and other skills in practical situations. Field trips, classroom activities, etc., have little justification unless they contribute toward the total learning situation. Increased mastery of the fundamental skills and the application of arts and crafts should grow out of a well-planned unit. Other learnings in the area of music, art, social skills and personal adjustment may evolve from the use of such a unit. Health problems, school, home, family, and community become centers around which learning units may be unified. From these units the mentally retarded child meets real firsthand problems and out of them grow the need for investigation, study, construction, and mastery of the tool subjects, as well as social skills essential to personal adjustment. The content of the curriculum should grow out of the direct interest of children from real life situations.

Mastery of Tool Subjects

Authorities in the field of education of the mentally retarded child agree that the majority of mentally retarded pupils can master enough of the tool subjects for practical use, but this mastery comes very slowly and requires a much longer period of time than is the case of a normal child. Mentally retarded pupils cannot achieve the skills and degrees of knowledge in the academic areas of reading, writing, arithmetic, science or social studies attained by the average child.

Language Arts

Mentally retarded children have disabilities in the communication skills due partly to low intelligence and partly to result of poor environment and failure in school. Many retarded children have meager vocabularies which may be due to slow development, to the tendency of adults and playmates to interpret or "talk for" them, or to the frustrating experience of never having been "listened to".

It takes patience and understanding to listen carefully to anyone who is difficult to understand. Vocabularies grow as a result of experience and many of these children have few firsthand experiences to talk about.

Language arts, listening, speaking, reading, and writing are the skills necessary for communication and the tools by which a child acquires social adequacy and independence. A language arts program must be developmental and continuous. Communication is an important factor for adjustment and progress. The development of these skills cannot be left to incidental learning but must develop through a carefully planned instructional program.

Language Development

The ability to listen and to speak are the keys to much of the learning of the mentally retarded child. The child of average intelligence usually comes to school with adequate listening and speaking ability. This is not always the case with the retarded child who has often not developed the ability to listen purposefully and to speak effectively. There are some children in special training classes who have not as yet developed the ability to understand and use the language spoken in their home.

The teacher of the mentally retarded child must be able to recognize the developmental level of each pupil, accept him at his level, and help him to develop to the maximum of his ability. Oral language development and a background of social experiences are the prerequisite of a readiness and a reading program.

Listening may be developed through such avenues as stories, games, music conversation, etc. Specific exercises with listening should be planned and carried on at all levels of the child's maturity. Since listening and speaking are so interrelated it is difficult to separate the teaching of them. The language development program should not be confined to a separate period but should be a part of the total program.

The retarded child may not only be slow in developing language, he may have speech defects. The development of language must often include the correction of speech defects. If the defect is serious the teacher should have the cooperation and guidance of the special speech personnel.

The goals in language development are:

1. To build up each child's understanding of language.

2. To develop for the child an adequate speaking vocabulary.

3. To help him to express himself clearly and in a logical manner.

An effective vocabulary can be developed through unit experiences, trips, pictures, stories, games, music, and the like. Opportunities for practice in expressing himself should come through reports, discussions, dramatizations, story-telling, and activities that are of immediate value to him. Opportunities for language development are found in practically all of the well-planned activities of a special classroom.

Skill Sequences in Language Development - Mental age six to seven; Chronological age six to ten.

Listening

1. Attentive listening to short stories

2. Becoming acquainted with

    (a) Rhymes
    (b) Jingles
    (c) Poems

3. Following oral directions such as "Give Mary the pencil."

4. Classify objects

    (a) That are similar in one respect
    (b) In terms of use

5. Bringing objects together that are useful in concrete situations

6. Distinguishing

    (a) Directional concepts - left from right, up from down, etc.
    (b) Listening to stories for purpose of re-telling
    (c) Classifying objects - shifting from one grouping principle to another as grouping first for form, later for color (immediate environment of classroom)

Communication - speaking

1. First and last names

2. Parents' name

3. Age

4. Address

5. Association - objects with pictures - objects with words

6. Discussing experiences

    (a) Contributing anecdotes from own experience
    (b) Relating experiences in simple terms with few details
    (c) Reporting incidents in limited detail
    (d) Some attempt at reproducing rhymes
    (e) Use of pictures - enumerating objects within a picture - telling story content of a picture - discussing freely the details in a picture - drawing illustrations to express ideas - reporting incidents in limited detail - associating pictures with words.

Skill Sequences in Language Development - Mental age seven to nine; Chronological age ten to fourteen

Listening

1. Following directions

   (a) Longer directions than previously
   (b) Simple directions independently, consecutively
   (c) Distinguishing - left from right - morning from afternoon

2. Classifying more abstract objects

   (a) Shifting from one grouping principle to another, as grouping first for form and later for color (outside environment)

3. Classifying objects for a concrete purpose

4. Remembering oral directions

5. Finding materials

   (a) Fitting materials to meet certain needs
   (b) Rejecting materials irrelevant to certain needs

6. Classifying

   (a) Objects
   (b) Facts
   (c) Bringing facts together in terms of some general category

7. Executing several simple requests given simultaneously

8. Noticing relationships

   (a) Objects
   (b) Situations
   (c) Ideas

9. Seeing similarities between self and others of different backgrounds

Communication - speaking

1. Developing ability to recall

2. Discussing stories and informational material with others

3. Composing short compositions cooperatively

4. Enjoying group projects which require cooperation - problem solving

5. Considering points of view evidenced by others

6. Participating in discussions
7. Expressing self in short well-defined sentences
8. Reporting on work to be done
9. Interpreting visual aids
10. Understanding differences between two ideas
11. Reporting on school and current events

Reading

In offering suggestions for the teaching of reading to the retarded child no attempt is made to include a standard sequence of reading experiences, or to set up a course of study as such. Each teacher of a special class is equipped with basic and supplementary readers and each teacher has a teacher's manual for the use of basic book adoptions. The teacher will follow these manuals in developing his reading programs. Parental insistence and the fact that it is an important subject tool of recognized value place reading as of primary importance in a special class program. However, in setting up a reading program the teacher should be aware that the evidence for accepting a mental maturity level of six years as a basic requirement for formal reading instruction has been well established.

In planning a reading program for mentally retarded pupils it is necessary to recognize that pupils with abilities to read as adults in life situations are likely to be few. The retardate may be able to achieve reading on a fourth or fifth grade level. He should be able to read signs, simple directions, want ads, application blanks. He may read certain parts of newspapers and advertisements and a few of the upper group will acquire sufficient fluency to read for enjoyment after leaving school. The teacher will be alert to interpret diagnostic tests and to ascertain pupils' capabilities in order that he may provide opportunities for each child to achieve to the limits of his intellectual capacity.

Learning to read is one of the most important acquisitions for any child. Mentally retarded children have considerable difficulty in acquiring widespread skills in reading. Their problems in this area are directly related to their characteristic limitations. A specific period of time should be allocated for each day for the instruction of reading. The amount of time will again depend on such characteristics as attention, memory, and interest span.

Reading Readiness

The concept of readiness for reading must receive broad consideration in planning the reading program for mentally retarded. It is generally agreed that it is not profitable to start on a systematic reading program before the child reaches a mental age of six to six and one-half years. Many of the pupils entering special class have attended several semesters in the regular grades during which period they have been exposed to reading but have failed to read. On the basis of their mental ages these children were introduced to formal reading before they were mentally mature enough to profit from such instruction.

In some cases blocking has been created, and teachers have found it necessary to return to the initial stages of a reading program.

Mental Age Maturity

1. Children with chronological ages seven to nine and with mental ages of four to six
    - (a) Have not begun to read
    - (b) Should be showing interest in reading, in books, and in pictures, in the interpretation of pictures, labels, their own names, etc.
    - (c) Should be engaging in an intensive reading readiness program

2. Children of chronological ages nine to eleven and with mental ages of five and one-half to seven years

   (a) Should be having an intensive reading readiness program with incidental reading of charts, signs, labels, etc., if readiness is not adequate
   (b) Should begin reading stories of their own experiences from the board and from charts if readiness is established
   (c) Should be interested in drawing pictures, interpreting pictures, and reading and writing stories about these pictures
   (d) Should be able to make booklets of their own stories that they have told and which they have read from charts
   (e) Should begin to read pre-primers, primers, and simple books

3. Children of chronological ages eleven to thirteen and with mental ages of seven to eight and one-half years

   (a) Should be reading first to third grade material with adequate understanding
   (b) Should be grouping words and phrases into thought units, but are slow in reading
   (c) Should be developing a method of work recognition and should be capable of recognizing new words from context clues, phonic analysis, etc.
   (d) Should be interested in reading simple books for information and pleasure, and engaging in out-of-school reading such as newspapers, directions for games and projects

4. Children of chronological ages thirteen to sixteen with mental ages of eight and one-half to eleven years

   (a) Should be utilizing reading for many activities and using books from third through fifth grade level
   (b) Should be using dictionary, telephone directory, library and reading newspapers and maps
   (c) Should have increased vocabulary and fair comprehension with independent methods of word recognition
   (d) Should be spontaneously reading for information and pleasure

Finding Reading Materials

Attractive basic reading materials that introduce a vocabulary and provide enough repetition for the mentally retarded child to learn the needed words may be found for the younger child in some of the reading series used with the normal children in the school. Often the older children will need to be supplied with reading materials that appeal to their interests and on their reading levels. These will be found in materials with high interest and low vocabulary levels. Adequate material that meet this criteria are hard to find. The teacher of mentally retarded children will, therefore, find it necessary to write some of the reading materials in order to augment the series with some of the experiences in the group.

In the case of beginning readers, such teacher-prepared materials are often more acceptable to the children than are the pre-primers and primers dealing with relative immature subject matter. Teacher-prepared materials, however, cannot reading vocabulary which allows sufficient repetition for mastery of the vocabulary at any one level before moving to another level.

The following list of suggestions indicate some of the sources within the environment that teachers may use to develop appropriate reading experiences.

1. Reading for personal safety and protection---ability to read warning signs, road marks, pedestrian traffic; labels---include those on bottles, canned goods, drugs, etc.

2. Reading for social living---signs in parks, public buildings, school grounds, recreational areas, lost-found items, road maps, programs, telephone directories, time tables, TV and radio programs, money orders

3. Reading to meet requirements of useful employment---advertisements, want ads, handbills, bulletins, help wanted and kindred materials

4. Reading information items---time tables, city directories, maps, telephone books, catalogues, etc.

5. Reading instructions---all material in the nature of directions which the pupil will encounter such as: recipes, directions for making things in the shop, learning a new game

6. Reading news items---pupils should be able to discover for themselves, from the newspapers the most important news items, the weather forecasts, store advertisements, and want ads

7. Reading letters---pupils should be able to read for themselves business and personal letters sent to them

The reading materials which the teacher develops for mentally retarded children should serve practical purposes of daily living in a particular environment and be related directly to the needs of the children in achieving satisfactory life adjustments.

Each teacher of a special class is equipped with the Language Arts Manual, Part 2, Sacramento County Course of Study. The special class teacher needs to remember that adaptations must be made in the light of the retarded child's disabilities, limitations, expectancies, attainments, and realistic goals.

Stages in Reading Development

Primary	Intermediate
Pre-reading	Pre-reading
experiences (socialization) purposeful watching " listening	continued as needed Readiness

Pre-reading (Continued)

- Purposeful talking
- " imitating
- Sharing work and play

Readiness

- auditory discrimination
- " comprehension
- visual discrimination
- " comprehension
- articulation
- comprehensive speech

Reading Skills

- Left to right orientation
- associations
- sequence of ideas
- development of words
- development of memory span
- background of information
- sight vocabulary
- concept development

Functional Reading (Instructional)

- names
- addresses
- simple charts
- picture books (words)

Readiness (Continued)

- continue as needed

Reading Skills

- left to right orientation
- association
- sequence of ideas

- development of words
- development of memory span
- background of information
- sight vocabulary
- concept development

Functional Reading (Instructional)

- names
- labels
- simple charts
- signs
- readers
- dictionary (picture and simple)
- receipts
- addresses
- newspapers
- letters (business and family)
- magazines
- catalogs
- books

Spelling

The need of the mentally retarded child in spelling is to learn the words he uses in everyday life, or those that he will need in adult life.

Spelling should not be taught until the mentally retarded child has some foundation in reading experience. For the majority of special class pupils, other things being equal, spelling should be incidental up to the chronological age of ten.

A basic vocabulary of most frequently used words should be supplemented by other words the children use in their written work. The teacher needs to be on her guard against teaching the unusual word, or too many new words. In planning spelling activities for the mentally retarded the teacher must recognize that the pupil:

1. Has a limited ability to absorb new experience
2. Usually learns through rote memorization
3. Needs a functional, therefore, somewhat limited vocabulary
4. Needs much guidance in the use of his learned vocabulary

Language and spelling go hand in hand, since spelling is the medium of written language. Spelling needs are simple, and demands in this direction should involve only those words which are likely to be included in the pupil's everyday living situation. The limit of progress should be determined only by the child's own ability to master the mechanics of the spelling of words common to his needs. In some cases it is the one field in which a mentally retarded child seems to excel. Spelling words should evolve from experience units rather than from spelling lists ---they should be taught functionally in relation to life experiences.

The activities carried on in the classroom should be the basis for introducing new words. Words so derived will be meaningful to the child. They will already be a part of his speaking vocabulary, and he will readily recognize the need for making them a part of his writing vocabulary. Their correct spelling should not stop with the so-called "spelling lesson", but should be a part of every writing activity in which the child engages.

The child should not be required to learn to spell words that are not in his sight vocabulary, that he does not comprehend, and that he cannot pronounce accurately. The method the teacher uses should be based on the learning abilities and disabilities of the retardate.

Social Studies

The mentally retarded child can profit from many school experiences, provided they are adapted to his needs, Prior to the child's entering school he has been associated mostly with members of his own family. Next to the home in the experience of the child comes the school, and after school comes the community. The teacher can draw freely upon each of these areas in the development of units of experience that will place the child in social situations which will develop the concept of his worthwhileness and his belief that he can be a contributing member of society.

The teacher will be concerned with providing many opportunities for the children to participate in activities that will help them overcome feelings of frustration and failure.

Through arts and crafts, music, excursions, general school assemblies, games and activities closely related to experiences and interests, a readiness program can assist children in developing a social maturity commensurate with their potentialities. Units of learning should be organized around experiences in home and school life, and centered around their individual needs. Individual experiences is the key to effective readiness program for mentally retarded children. In other words, the experiences of the child is the teacher's cue.

The needs of the mentally retarded child can best be met through a developmental program planned in terms of his day by day experiences in the home, school, and neighborhood. Such experiences afford rich opportunities for the development of habits, attitudes, and skills essential to successful living at this early age; and become the ground work upon which a future program of occupational and vocational education can be built.

Before a teacher chooses a unit of experience for the social study program she must become acquainted with the children, their interests, their homes and environment, and the resources of the child and community. The unit should be selected by the children under the guidance of the teacher and be one in which all children can participate. The unit selected should be of such a nature that the children will have a feeling of success when it is ended.

For mentally retarded children with limited intellectual ability emphasis is placed on motor control, sensory training, habit formations, social living, personal hygiene, safety, speech, emotional control, rhythms, music, art, and the performance of simple activities centered about units on home, school, neighborhood, and county.

In addition to this guide, teachers have access to the Yolo County Course of Study and the various curriculum guides which have been developed for the grade level. With proper interpretation and adaptations to the needs of these special pupils, these guides can be valuable supplements furnishing specific suggestions as well as material for enrichment purposes.

Areas of Knowledge in Social Relationships [1]

Area	Primary	Intermediate
Self	Identification	Identification
	name	written name (first and last)
	age	birthday (month and day)
	physical characteristics (gross likeness and difference)	physical characteristics (fine likeness and difference)
	address	address (written)
	telephone number	telephone number (written)
		parent's name
		siblings name
		names of children in class
	personal preferences	personal preferences
	toys	belongings
	pets	pets
	friends	friends
	books	books
	songs	songs
	food	food
	family member	family member
	clothing	clothing
	favorite color	favorite color
	records	records
	radio and TV programs	radio and TV programs
		clubs
		hobbies
		sports
		chums and buddies
	At Home	At Home
	as a dependent member	as a cooperative member with the family and its individual members
	chores	chores
	recreation	recreation
	personal health	personal health
		daily routine

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[1] The Illinois Plan for Special Education of Exceptional Children, Office of

Areas of Knowledge in Social Relationships

Area	Primary	Intermediate
Self	At School	At School
	in relation to:	in relation to:
	teacher	teacher
	desk	desk
	room	room
	lavatory	lavatory
	classmate	classmate
	principal	principal
	custodian	custodian
	other teachers	other teachers
	patrol	patrol
	school nurse	school nurse
	school doctor	school doctor
	school dentist	school dentist
	cafeteria workers	cafeteria workers
	auditorium	auditorium
	auxiliary personnel	auxiliary personnel
	(speech teacher, counselor, etc.)	(speech teacher, counselor, etc
		friends in other grades
	room duties	room duties
	room rules	room rules
		building
		playground
		school neighborhood
Home and Family	Home Identification	Home Identification
	kind of house	type of house
	rooms in house	rooms in house
	location	location
		upkeep
	work	work
	father	father
	mother	mother
		girls
		boys

Areas of Knowledge in Social Relationships

Area	Primary	Intermediate
Home and Family	recreation	recreation
	participation	participation
	outings	outings
	sports	sports
	trips	trips
	parties	parties
		books
	observation	observation
	TV	TV
	radio	radio
	movies	movies
	sports and games	sports and games
Neighborhood	Identification	Identification
	location	location
	country	country
	town	town
	recreational facilities	recreational facilities
	stores	businesses
		relationships (personal and business)
		family groups
		transportation
	religious differences	religious differences
	racial differences	racial differences
	nationality differences	nationality differences
Community	Identification	Identification
	location	location
	address	address
	physical geography	physical geography
	community helpers	community helpers
	milkman	dairy
	policeman	police department
	groceryman	food stores
	postman	post office
	baker	bakery
	fireman	fire department
	nurse	health services
	doctor	
	druggist	

Areas of Knowledge in Social Relationships

Area	Primary	Intermediate
Community	TV repairman	communication services
	telephone repairman	
	plumber	various repair services
	gas station attendant	
	street cleaner	public services
	garbage collector	
	bus driver	transportation services
	clergyman	religious workers
	teacher	education services
	Identification	
	civic responsibility	civic responsibility
	school rules	school rules
	home rules	home rules
	protecting private property	protecting private property
	protecting public property	protecting public property
	voting	voting
		service organizations (Red Cross, United Fund)
		local laws
	facilities	facilities
	recreation	recreation
	movies	movies
	parks and playgrounds	parks and playgrounds
	swimming pools	swimming pools
	education	education
	school	school
	library	library
	services	services
	civic	civic
	place of worship	place of worship
	community centers	community centers
	post office	post office
	fire station	fire station
	police station	police station
	court house	court house
	Community Chest	Community Chest

Areas of Knowledge in Social Relationships

Area	Primary	Intermediate
Community		public
		taxi service
		newspaper
		telephone
		bank
		telegraph
		public transportation
		health
		hospital
Historical Heritage	Identification	Purpose
	Holidays	Holidays
	Columbus Day	Columbus Day
	Halloween	Halloween
	Thanksgiving	Thanksgiving
	Lincoln's Birthday	Lincoln's Birthday
	Valentine's Day	Valentine's Day
	Washington's Birthday	Washington's Birthday
	Easter	Easter
	New Year's	New Year's
		Labor Day
		Memorial Day
		Independence Day
Development of our Country	Identification	Purpose
	Historical	Historical
	Early	Early
	Columbus	Columbus
	Washington	Washington
	flag	flag
	Lincoln	Lincoln
		historical characters and pioneers
		Recent
		World War II
	Current	Current
		local leaders
	president	national leaders

Areas of Knowledge in Social Relationships

Area	Primary	Intermediate
Development of our Country	Economic	Economic
	natural resources	natural resources
	water	water
	forest	forest
		farmland
		minerals
		animals
	inventions	inventions
	Social	Social
	school	educational system
	welfare	welfare system
	Governmental	Governmental
	president	president
		governor
	Superintendent of Schools	Superintendent of Schools

Arithmetic

It is a commonly accepted fact that most mentally retarded children will achieve between the third and fifth grade in their arithmetic abilities. Specialists in the field of education of the mentally retarded believe that higher learning in this area would throw doubt on the diagnosis of mental retardation. On the other hand, some retardates are unable to attain even third grade achievements. Mentally retarded children differ from normal children in learning arithmetical concepts in the following ways:[1]

1. The mentally handicapped children do not have the mental ability to grasp the advanced and complicated concepts usually taught to normal children in the advanced grades.[2]

2. It is more difficult for the mentally handicapped children to "pick up" basic principles and concepts because of their poor insight and low ability to generalize.[3]

3. Counting on the fingers and other immature habits are more frequent among mentally handicapped children.[4]

4. There is probably less transfer among the mentally handicapped children than there is among normal children.[5]

5. The mentally handicapped children are inferior in their ability to solve abstract and verbal problems.[6]

6. The arithmetic vocabulary of the mentally handicapped children is retarded.[7]

7. The mentally handicapped children have less understanding of the processes to be used in finding the solution to problems.[8]

8. When confronted with a problem they are unable to solve, mentally handicapped children are more apt to guess or give some unsuitable response.[9]

In addition to the comparative arithmetical disabilities, a number of authors have stated that mentally handicapped children have the following disabilities.[10]

1. The mentally handicapped children have more difficulty solving abstract and verbal problems than solving concrete problems.

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[1] Kirk, Samuel A. and Johnson, G. Orville. Educating the Retarded Child, 1951.
[2]. Baker, Harry J. Introduction to Exceptional Children, 1949.
[3] Ingram, Christine P. Education of the Slow-learning Child, 1935.
[4] Brueckner, Leo J., and Foster E. Grossnickle. How to Make Arithmetic Meaningful, 1947.
[5] Baker, op. cit.
[6] Cruickshank, William M., Doctor's Dissertation, Univ. of Michigan, 1946.
[7] Cruickshank, op. cit.
[8] Cruickshank, op. cit.
[9] Cruickshank, op. cit.
[10] Kirk, Samuel A. and Johnson, G. Orville. Educating the Retarded Child, 1951.

2. The mentally handicapped children tend to do more poorly on multiplication and division than on addition and subtractions.[11]

3. The mentally handicapped tend to have little conception of sequence and the relativity of time concepts.[12]

The arithmetic program for the retardate needs to be closely related to the social and daily experience of the child and have application that arises from every day living. However, because of his limited ability to associate ideas and experience, he has comparatively lesser need for arithmetical facts. Only the elementary skills are necessary; the emphasis must be placed on his every day social needs. This implies that the retardate will need incidental, planned and correlated instruction just as do the children in the regular grades.

The mentally retarded child develops number concepts more slowly and at a much later chronological age than do children of normal intelligence. Form instruction in the use of number combinations and arithmetical processes must necessarily be delayed. However, it is important that every possible effort should be exerted to develop number awareness, quantitative thinking and readiness for learning in number processes. For the mentally retarded child in the primary group, arithmetic will consist of a number readiness program.

The number readiness program should lead the way to a systematic development of number concepts by concrete methods. During this period the retarded child should do much counting by moving, handling and pointing to objects. These objects should be many and varied so that the child will not associate numbers to any particular materials. It is important to introduce numbers within the limit of the child's experiences and from his immediate environment. The child who counts blocks, books, pupils, marbles and pennies is learning number symbolism in a meaningful way.

Later more systematic work may be undertaken involving the fundamental processes with whole numbers. Experiences with number concepts and relations must be closely related to the activities of the pupils but there must also be systematic and sequential teaching. The abstract number stage should be introduced through concrete methods.

There are numerous games which provide effective practice in processes which the mentally retarded pupil can use every day. These should be used both for stimulating interest and motivation, but they should not be used to the point of monotony or to the neglect of other techniques. Numerous routine activities in the classroom also afford practice in arithmetic---keeping record of games, height and weight, bottles of milk, lunch order, etc.

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[11] Cruickshank, op. cit.; Baker, op. cit.; Ingram, op. cit.

[12] Gothberg, Laura C. "The Mentally Defective Child's Understanding of Time." American Journal of Mental Deficiency, 53 (Jan. 1949) pp. 441-455

There is a difference of opinion on the matter of allowing a normal child to use devices or aids lest they interfere later with his efficiency. However, the teacher of the mentally retarded not only may, but probably should be very tolerant in her attitude toward such aids. Some children may become proficient and abandon "crutches" in due time, but if others are unable to proceed without them there is not cause for concern.

The essentials of basic number development should include practice with the following:

1. Counting and the counting numbers.
2. The additive quality of whole numbers with practice to include two-digit numbers.
3. Subtraction as the undoing (inverse) of addition.
4. Multiplication facts through 10 with the aid of tables, arrays, and simple application of the cartesian product.
5. The operation of division as the undoing of multiplication and/or repeated subtraction.
6. Rational numbers expressed as fractions.
7. Measurement using common weights and linear measures.
8. Clock, calendar, and thermometer facts.
9. Some of the properties of one and zero.
10. Cardinal and ordinal properties of numbers.

Finding Appropriate Arithmetic Experiences

Many daily contacts with concrete materials, such as chairs, milk cartons, straws, napkins, musical instruments, beads, and counting sticks that need to be counted, compared, distributed, assembled, grouped, shared, or bought should be utilized to provide meaningful associations and opportunities to clarify concepts. Number experiences of the mentally retarded child should be related to practical everyday living at the comprehension level of the child. Primary methods of approach to meaning in arithmetic are appropriate methods to use with mentally retarded children at all levels and may include number models such as the number line and practice using the number sentence. Experiences with the numerals below 10 should be provided as number concepts are being developed. This can be done in many meaningful ways, such as by attaching the numerals to articles arranged in groups of various size to give number meaning to the symbol.

When a sense of number develops, the child should be guided into experiences that show how useful numbers are in communication and in daily living. Discussions should relate to the day of the month, the year, birthdays, house numbers, telephone numbers, automobile and bicycle license numbers, price tags, page numbers, score keeping in games, and as many other number and numeral uses as can be drawn from the environment to help the child achieve his life adjustment.

Learning to measure is of great practical value since measurement can be applied concretely to practical everyday needs to use the ruler, yardstick, pint and quart measures, to make change, to record the temperature, to get weighed, to note how long until lunch time, to observe speed limits, and similar ordinary activities.

Problem solving should grow out of the daily life in the classroom; buying lunches, counting out correct change, tallying pupils absent or pupils present, finding difference in temperature in the morning and in the afternoon, finding the amount of money required for bus fares, lunches, or movies for a week, buying clothing, toys, tools, finding out the money to be made mowing lawns, caring for children, and delivering packages.

Time spent in arithmetic instruction beyond teaching the processes with small numbers and in the simple problem solving that grows out of daily needs is time illspent. The mentally retarded child cannot apply his learning to any significant degree. Therefore, arithmetic instruction which is simple and direct will benefit him most. Emphasis in arithmetic should be in the teaching of those skills which are needed in everyday living and which later be used. Due to differences in intellectual ability, arithmetic becomes an individual rather than a class problem. Each child will probably progress at his own speed and the teacher will need to know each individual child and provide more advanced work if the pupil is capable of developing more advanced skills.

AREAS OF KNOWLEDGE IN ARITHMETIC

Area	Primary	Intermediate
FORM DISCRIMINATION	OBJECTS Concrete geometric figures blocks balls	OBJECTS Concrete geometric figures parquetry blocks
COUNTING	CARDINALS one through 10	CARDINALS 11 through 100
NUMBER CONCEPTS	VALUE numbers 1 through 10	VALUE 10 through 50
	SYMBOLS 1 through 20	SYMBOLS 21 through 100
	SEQUENCE 1 through 20	SEQUENCE 21 through 100 2's to 20 5's to 100 10's to 100 3's to 30
	ORDINALS first through 6th	ORDINALS 7th through 31st
		PLACE VALUE ones tens

AREAS OF KNOWLEDGE IN ARITHMETIC (cont'd.)

Area	Primary	Intermediate
VOCABULARY (cont'd.)	COMPARATIVE TERMS	COMPARATIVE TERMS
	young-er	young-er-est
	old-er	old-er-est
	few-er	few-er-est
	less	less
		cheap-er-est
		least
	larger-smaller	larger-smaller-est
	longer-shorter	longer-shorter-est
	more or less	more or less
MEASUREMENT	TOOLS	TOOLS
	ruler	ruler
	yardstick	yardstick
	pint	pint
	quart	quart
	half-gallon	half-gallon
	gallon	gallon
	bushel	bushel
	thermometer	thermometer
	teaspoon	teaspoon
	tablespoon	tablespoon
		peck
	TERMS	TERMS
	long	
	short	
	empty	empty
	full	full
	pair	pair
	cupful	cupful
	spoonful	spoonful
	temperature	temperature
	freezing	freezing
	boiling	boiling
		length
		width
		distance
		mile
		depth
		height
		dozen
		inch
		foot
		yard
		one third
		one fourth
		part of (fraction)
		ton
		ounce
		square inch, foot, yard, mile

AREAS OF KNOWLEDGE IN ARITHMETIC (cont'd.)

Area	Primary	Intermediate
MONEY	**COUNTING**	**COUNTING**
	coins	two nickels
	two nickels	one dime
	one dime	ten pennies
	ten pennies	coins to $1.00
		bills to $10.00
COMBINING NUMBERS	**GROUPING**	**GROUPING**
	within 2 to 10	within 10 to 18
	ADDITION	**ADDITION**
	facts 1 through 10	facts 1 through 10
		facts 10 - 18
VOCABULARY	**ADDITION TERMS AND SYMBOLS**	**ADDITION TERMS AND SYMBOLS**
	answer	
	problem	
	county	
	add to (+)	plus (+)
		column
		carry
	SIZE AND AMOUNT TERMS	**SIZE AND AMOUNT TERMS**
	more---less	
	big---little	
	long---short	
	large---small	
	many---few	many---few
	heavy---light	heavy---light
	high---low	high---low
	tall---short	tall---short
	all---enough---some	all---enough---some
	none (not any)	none (not any)
		double
		average
		reduce
	LOCATION TERMS	**LOCATION TERMS**
	under-over	
	bottom-top	
	first-last	
	high-low	
	middle	middle
	above-below	above-below
	far-near	far-near
	in front of-behind	in front of-behind
	begin-end	begin-end
	beside	beside
	around	around
	left-right	left-right
		center
		edge

AREAS OF KNOWLEDGE IN ARITHMETIC (cont'd.)

Area	Primary	Intermediate
FORM	ABSTRACT	ABSTRACT
	circle	circle
	square	square
	round	round
	straight	straight
		curve
		triangle
		diamond
COMBINING NUMBERS	SUBTRACTION	SUBTRACTION
	facts 1 through 10	facts 1 through 10
		facts 1 through 18
		subtracting including borrowing
VOCABULARY	SUBTRACTION TERMS AND SYMBOLS	SUBTRACTION TERMS AND SYMBOLS
	take away (-)	subtraction (-)
		minus
		borrow
		remainder
		difference
	TIME TERMS	TIME TERMS
	day	
	today	
	noon	
	night	
	morning	
	afternoon	afternoon
	evening	evening
	slow	slow
	fast	fast
	yesterday	yesterday
	week	week
	tomorrow	tomorrow
	year	year
	month	month
	hour	hour
	minute	minute
		o'clock
		half-past
		quarter-past
		second
	TIME MEASURES	TIME MEASURES
	clock	clock
	calendar	calendar
		watch

AREAS OF KNOWLEDGE IN ARITHMETIC (cont'd.)

Area	Primary	Intermediate
VOCABULARY (cont'd.)	POSTAL TERMS	POSTAL TERMS
	stamps	stamps
		postage
	MONEY AND BUSINESS TERMS	MONEY AND BUSINESS TERMS
	penny	penny-cent
	nickel	nickel
	dime	dime
	buy	buy
	sell	sell
	save	save
	spend	spend
	coins	coins
	pay	pay
	price	price
	cost	cost
	admission	admission
		credit
		quarter
		half-dollar
		gain
		worth
		allowance
		charge
		fare
		earnings
		wages
		check
		loss
		change
		per hour
		lay away
		sales slip
		past due
		receipt
		WELFARE TERMS
		tax
		insurance
NUMBER COMBINATION	MULTIPLICATION	MULTIPLICATION
	simple grouping within 2-10	simple
VOCABULARY		MULTIPLICATION TERMS AND SYMBOLS
		times (X)
		times table
		once
		twice

AREAS OF KNOWLEDGE IN ARITHMETIC (cont'd.)

Area	Primary	Intermediate
NUMBER COMBINATION		**DIVISION** simple (÷)
	FRACTIONS fractional parts of concrete objects (½-¼) fractional parts of geometric figures	**FRACTIONS** fractional parts of concrete objects ½, ¼, 1/3 fractional parts of geometric figures addition and subtraction of simple fractions

Science

The modern teacher needs no introduction to the use of the experience unit as an instructional procedure. In the special training class much of all classroom instruction may grow out of the science unit.

The experience unit can provide opportunities for applying number work, reading, crafts and other skills to practical situations and is an excellent motivation for learning in the various subject areas.

This is an age of science. The study of science and its contribution is essential to an understanding of our modern life. Science is as important for the mentally retarded as for all other children, since all people are dependent upon science to meet their everyday needs. Mentally retarded children are not as observant or as well-informed concerning things about them as are normal children and they do not readily understand abstract ideas. They must have many practical and repetitious experiences in order to amplify their understandings in science and help develop basic science concepts. Concrete materials and situations in the immediate environment and daily activities make the best content for curricular material in the science class.

Some of the science goals for mentally retarded children may be:

1. To develop habits of careful observation

2. To develop wholesome interests in the physical environment

3. To develop thoughtful consideration for living things

4. To develop an acquaintance with and understanding of scientific facts that concern health and safety

5. To develop ability to make economic purchases of commercial products and mechanical devices on the basis of value and durability

6. To develop understanding of simple mechanical appliances used in the home

7. To develop habits and activities which will be useful for leisure time activities

8. To develop an appreciation for and understanding of the world in which he lives

Developing Basic Science Concepts

In the simple environment which is appropriate for the daily living and learning of the mentally retarded child, the teacher will find many materials and occasions to use in helping the child to develop some useful basic science concepts and some desirable attitudes toward his environment. Leading the child to be aware of the phenomena that are a part of his everyday living, through repeated observations and experiences, will help him to learn something of the meanings of uses of these phenomena.

The instructional materials for developing science concepts are the concrete objects, materials, and situations in his immediate environment that enter into his daily activities. For example, he may be led to observe the weather, to record the temperature or other changes in the weather from day to day; to watch growing plants in the school room and in the school garden; to learn that plants need sunlight, air, water, and warmth; to understand that pets need food, water, shelter and special care, to recognize and identify by name the common farm animals, their food, their habits, and their work for us; to carry out the steps in cooking and serving a simple meal in a hygienic way; to want to keep personally clean and to take exercises; to find out that certain materials, such as gasoline, matches and live wires are potentially dangerous.

Suggested Science Experiences

The following experiences and activities indicate the type of science experiences suited to the limitations of the slow-learner. Science experiences should prepare the child to meet life situations in a more effective way and insure continued growth in social competency.

1. Habits and needs of birds, animals, and pets.

2. Conservation and preservation of wild life, creatures of forest, field and stream.

3. Plant life, its need for development, absorption of moisture, growth and value.

4. Pupil's responsibility to conserve plant and animal life.

5. The family phenomena of weather, rain, sunshine, wind and fog, amount of rainfall.

6. Function of simple mechanical devices such as the cooking range, carpet sweeper, meat grinder, egg beater, vacuum cleaner, washing machine, electric iron, etc.

7. Some of the major features of the universe such as the sun, moon, earth, stars, clouds, wind, seasons, day and night.

8. Scientific experiment of some of the modern means of communication and transportation, such as the telephone, telegraph, radio, television, automobile and airplane.

9. Health, safety, and recreational activities---areas of concern in habits of personal cleanliness and grooming, safety practices, simple first aid, good housekeeping, proper diet, exercise and rest.

10. Home mechanics---construction, house blueprints, building materials, electrical and plumbing equipment and repair, estimates of costs, use of trade tools, simple auto mechanics and repair.

Areas of Knowledge in Science

Area	Primary	Intermediate
Living Things	People	People
	Identification	Function
	parts of body	parts of body
	sense	sense
	Identification of physical needs	Purpose of physical needs
	rest	rest
	food, water, air	food, water, air
	shelter	shelter
	elimination	elimination
		reproduction
	Other Animals	Other Animals
	Identification	Identification
	pets	pets
	domestic	domestic
	zoo	wild
	insects	insects
	water	water
	birds	birds
	Gross Characteristics	Physical Characteristics
		Habitat
	Care	Method of Self-preservation
	food, water	food, water
	air	
	shelter	shelter
		protection
		young
		Contribution of domestic
		companionship
		guardianship
		work
		food
		clothing
		Contribution of wild
		food
		clothing
		Conservation of domestic and wild
		feeding
		protection

Areas of Knowledge in Science

Area	Primary	Intermediate
Living Things	Plants	Plants
	Identification	Identification and simple classification
	trees	trees
	flowers	flowers
	shrubs	shrubs
	fruits and vegetables	fruits and vegetables
	grains	grains
	Identification of characteristics	Gross Characteristics
	leaves	leaves
	stems	stems
	roots	roots
	blossoms	blossoms
	seeds	seeds
	Growth needs	Growth needs
	soil	soil
	air	air
	water	water
	sun	sun
	reproduction	reproduction
	Benefits	Benefits
	food	food
	clothing	clothing
	shelter	shelter
	decoration	decoration
	Conservation	Conservation
Weather and Seasons	Season	Season
	Identification	Characteristics
	summer	summer
	fall	fall
	winter	winter
	spring	spring
	Weather	Weather
	Identification	Characteristics
	conditions	conditions
	fog	fog
	ice	ice

Areas of Knowledge in Science

Area	Primary	Intermediate
Weather and Seasons	snow	snow
	rain	rain
	wind	wind
	clouds	clouds
	lightning	lightning
	thunder	thunder
	rainbow	rainbow
		frost
		hail
		mist
		storm
	Effect of weather on manner of dress	Effect of weather on manner of dress
	food supply	food supply
	recreation	recreation
	work	work
	travel	travel
	growth	growth
	health	health
	Measurements and precautions	Measurements and precautions
	temperature	temperature
	thermometer	thermometer
	weather forecasts	weather forecasts
	ice	ice
	snow	snow
	storms	storms
	fog	fog
	wind	wind
	frost	frost
		tornado
Earth and Neighbors	Earth	Earth
	Identification	Characteristics
	size (large)	size
	age (old)	age
	composition (land, water)	composition
		minerals
		land
		water
		conservation

Areas of Knowledge in Science

Area	Primary	Intermediate
Earth and Neighbors	Identification of	Identification of
	sun	sun
	moon	moon
	stars	stars
	planets	planets
	Relationships	Relationships
	sun - effect on earth	sun - effect on earth
	day	east
	night	west
	light	annual
	heat	seasonal weather
	moon - effect on earth	moon - effect on earth
		apparent change in shape
		change in time of appearing
Machines, Energy and Force	Machines	Machines
	Identification	Function
	hand tools	hand tools
	simple household tools	household
		simple work
	motor driven	motor driven
	common household tools	household appliances
	common transportation	transportation
	common communication	communication machines
		work tools
	Sources of Energy and Force	Sources of Energy and Force
	Identification	Identification and value
	sun	sun
	wind	sound
	fire	heat and light
	water	steam and power
	muscle	muscle
		oil
		gas
		coal

Areas of Knowledge in Science

Area	Primary	Intermediate
Machines, Energy and Force	Uses work transportation communication recreation preservation of life	Function work transportation communication recreation preservation of life

Arts and Crafts

Art is a means of expression and as a means of expression it has, as Dr. Samuel Kirk says, no confining limits with reference to age, abilities, or capabilities, and as such it becomes an integral part of our daily experiences. Likewise, art experiences are an important part of curriculum planning for mentally retarded children and are primarily an educative process which offers many avenues through which a child may express himself creatively.

The mentally handicapped child is apt to have difficulty in verbal understanding and verbal expression. Through art, one more avenue of expression and understanding is opened and when correlated with classroom and daily activities will become a vital and effective means of expression.

The opportunities for oral language and expression in arts and crafts are almost unlimited and afford opportunitites to develop meanings, feelings, and growth in social competencies. The art and craft program should be used to improve the child's attitudes, understanding, and cooperation; and to present many opportunities for socialization and sharing. The use of equipment, the helpful attitude of the fellow worker, the projects or pieces of work undertaken cooperatively, the care of tools, and the leaving of tools so that others can find and use them, all prepare the child for social living. These attitudes can be made real and vital to the child through emphasis of the many situations in which the cooperative use of materials and equipment occur daily. The goals of the art program are the modification of the child's behavior, intellectually, emotionally, and socially.

The development of the child's ability to express ideas and feelings, to eventually achieve some degree of social competency depends on how the teacher directs the child's ability to express himself through art. Through discovery of people, places, and things he becomes more aware of, and sensitive to, his own environment. Through frequent experiences in painting, drawing, modeling, printing, ceramics, construction, and murals his emotional needs can be satisfied, thereby creating a feeling of confidence in his ability and worth as an individual.

The special class teacher should be familiar with the developmental stages of growth in children's art since the educable mentally handicapped child seems to follow the pattern of growth somewhat similar to that of the average child. The mentally retarded child should not be deprived of manipulative experiences because of his awkwardness and poor coordination. In many cases the teacher will find the child awkward and clumsy solely because of his in-coordination. Therefore, it is important that the child begin with simple tasks and proceed progressively to more complicated ones. Art activities train the child in use of hands with certainty and precision.

Eventually the development of manual dexterity and improvement of motor coordination will result in the child cultivating a desire to make useful things with appropriate form and soundness of construction giving them intrinsic beauty. Secondly, it will provide opportunities to improve attitudes, to cooperate, to share, to evaluate and to share in group activities. Also, it should provide the child with the necessary initial training for his eventual occupational and vocational placement.

Experiences in the art and craft program at the primary and intermediate levels are the foundation for developing industrial arts and home economic skills in the upper grades and high school levels. The objectives of the art and craft program, and later, the practical arts are not taught with the belief that the mentally retarded child will become proficient at any one of them but are taught rather as an introduction to the various areas and skills needed in everyday living.

In summation, it is important for the teacher to remember that practical arts and crafts should play a major role in the education of the mentally retarded child since these pupils learn most successfully by working with concrete materials related to experiences in daily living. Mentally retarded pupils differ as widely in their interests and ability to do handwork as the normal child in the regular classroom. Craft instruction should be differentiated according to the various age and ability levels of the pupils. Handcraft activities are one of the most satisfying types of experiences for mentally retarded pupils. Experiences in handcrafts contribute to the aims of education of these children in developing habits of industry and skill which will prepare them to live lives of social usefulness commensurate with their potentialities. Children in a special class may differ as widely in their interest in and ability to do handcraft as the normal children in a regular class. Although most mentally retarded children will find greater success and satisfaction in various kinds of handwork than they can get from their lessons in the academic subjects, some will be equally unsuccessful in handwork and in academic work.

The urge for self-expression is often lacking in retarded children. Subconsciously, many of them are filled with repressions and fears. With the development of muscular coordination and control, and with training for manual dexterity will often come a growth in imagination and originality which find an outlet in some motivated situation such as is created by a project or a problem. Crude as these efforts are, they add to the sum total of the child's joy of living.

The kinds of experiences that lead from simple handcrafts to more difficult problems in working with craft materials should be well understood by the teacher. Care should be exercised so that the mentally retarded child does not attempt things that are too difficult lest he fail in this area too. Such failure creates tension, dissatisfaction, and an awareness of his own inefficiency.

Craft work is not a project. It is an experience in living. The criteria for evaluating the craft program is the effect of the activity upon the child and not the article of handcraft---which at best may often be crude. Art and craft activities should lead to increased understanding of the use of things, increase in manual dexterity and the child's satisfaction from his achievement. The child's product is not important but his own personal development is. The learning process is of greater significance than the final product. Our focus is on the child and the meaning which craft experiences have for him and not on the finished work. Developing social competency in the mentally retarded child is the goal of the art and craft program. This implies guidance; it implies assisting him to achieve satisfying, happy, meaningful, and creative participation in group living through art experiences.

As the mentally retarded child progresses he will need to have experiences in the practical arts which are basic industrial and home arts skills. Through these activities, hobby and leisure time interests may be acquired.

In the primary and intermediate levels the child is having practice in (1) developing manual dexterity through the use of various materials and tools, (2) developing color sense, (3) developing understanding and evaluation of special relations, (4) increasing his vocabulary and (5) developing ability to express his ideas in various media.

In the upper grades the child begins to learn the basic skills in handling common tools used in home repair, decoration, and maintenance. Boys and girls need to have experiences in (1) home mechanics such as repairing screens, faucets, hoses, small appliances, etc., (2) care, selection, and repair of clothing and (3) painting, refinishing, upholstering, and minor carpentry work.

In this way, a foundation will be laid for pre-vocational and vocational experiences. The activities in home arts include housekeeping, home maintenance, personal grooming, boy-girl relations, child care, and care of sick in the home. The children should be taught to see their home and family activities objectively in relation to their general environment. This can be done by giving the pupils an understanding and an appreciation of the functions, values, and ideals of normal family life and a concept of homemaking as a function in which all members of the family participate and cooperate. Children should have opportunities at role-playing in order to increase their understanding of responsibilities in home, school, and community.

Children should have opportunities to plan, purchase, prepare, and serve simple meals. They should have experiences not only in buying but in saving, and experiences in all the homemaking techniques such as housecleaning, washing, ironing, serving, sewing, simple auto repair and washing, lawn and garden maintenance, utility services and neighbor responsibilities.

The arts and crafts and the practical arts are closely related and continuous throughout the child's school life. The general objectives for both programs are the same, namely (1) to develop an increasing understanding of the society in which we live, (2) to develop the basic habits, attitudes, and skills necessary for future economic and vocational adjustment, and (3) to develop better home and community membership.

Suggested Activities and Projects

Types of Activities	Examples of Projects
Book Making	Scrapbooks, notebooks, photograph albums
Ceramics	Animals, ash trays, paper weights, bowls
Dioramas	Simple home, neighborhood and community scenes, farm, zoo
Holiday Projects	Christmas tree ornaments and gifts, Halloween masks, Easter
Jewelry Making	Necklaces, earrings, bracelets
Leather Craft	Belts, wallets, purses
Musical Instruments	Toy band instruments---drum, sticks, shakers
Metal Craft	Simple hammer pieces---ash trays
Puppetry	Cardboard, paper bag, sock, stick
Papier Mache	Animals, bowls, masks, maps
Weaving	Mats, place mats, rugs, trays, baskets
Woodwork	Book ends, bird houses, box or crate furniture, house markers, toys, tie racks, refinishing furniture, repairing furniture

Health and Safety

Health

The basic aims of the health program are to help mentally retarded pupils develop an appreciation of good health, and to form good health habits. Health instruction should be integrated with the entire instructional program. There is no part of the school day that does not have implications for health instruction.

Health habits are being formed in everything the child does. The teacher should take advantage of every opportunity during the day to help the mentally retarded child develop habits of healthful living.

The teacher will need detailed information on the physical, social, and emotional problems of each child if he is to promote maximum health through a planned program. Classroom practices and procedures conducive to wholesome mental and emotional health are an integral part of the program. Principles of good mental hygiene must be observed in every aspect of the program.

Health is best taught and learned by mentally retarded pupils when it is lived in his home and school life. Health education should stress personal habits of cleanliness, good posture, care of the body, personal grooming, need for exercise and recreational activities, healthful foods and diets, the purposes of safety rules. Experiences can be provided which will give the child an opportunity to succeed and to acquire a feeling of self-worth and security. Opportunities can be offered through the curriculum for the child to gradually come to an understanding of his emotional conflicts and compensatory behavior and to develop an appreciation of his own capabilities and limitations.

Health instruction in the primary level should emphasize personal cleanliness, neatness, proper personal habits, grooming and care of personal property and safety. They should have experience in caring for materials and equipment in the schoolroom, food sanitation, cleanliness, adequate diet, care of clothing, etc.

The intermediate program should stress:

1. Recognition of personal hygiene and cleanliness and importance in being well-groomed

2. Ability to assume responsibility for care of clothing

3. Understanding the need for a balanced diet

4. Practicing correct eating habits

5. Understanding the need for rest and sleep

6. Understanding the need for practicing simple health rules in caring for one's body

PHYSICAL AND MENTAL HEALTH (Primary)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH	Display posters of foods arranged in combinations for meals Show film on balanced diet Talk by school nurse on the need for adequate diet Care of white mice	Discussion: .foods associated breakfast, lunch and dinner .the effects of eating between meals .different ways food is prepared at home Read: .names of common vegetables and fruits Identify: .types of foods by the container, i.e., cereals, soups, vegetables, fruits	Time: .hours meals are served .time milk is distributed in school .amount of time usually taken for each meal Money: .identify coins brought for milk or lunch money Count: .number of coins of each type .kinds of food identified	Social Relationships: .sources of common food in the neighborhood as related to Life Function on Home and Family Health: .effects of diet on physical growth, i.e., good teeth, weight Science: .class project in raising vegetables .effect of balanced and unbalanced diet on animals (mice) Physical Education: .play activities for the development of strong bodies	Collect and display food containers Scrapbook of pictures of prepared dishes Prepare and serve salad or fruit dessert Make place mats for lunch program Make clocks from cottage cheese cartons Make models of fruit and vegetables from clay or papier mache
	Display pictures of children washing and bathing Introduce individual charts for grooming Show film on health and grooming	Discussion: .reasons for personal cleanliness .responsibilities associated with cleanliness, i.e., caring for comb, toothbrush .topics pointing up specific habits of cleanliness	Time: .time of day in which specific cleanliness activities take place .frequency with which cleanliness activities occur in a day	Social Relationships: .responsibilities in the home associated with personal cleanliness, (cleaning wash basin after use)	Select and cut out pictures to illustrate grooming chart Draw pictures to illustrate habits of cleanliness Collect, display, and label equipment used

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH (cont'd.)		Discussion: .advantages of grooming chart and how it should be kept Read and Write: .names of common tools of cleanliness .headings on grooming chart .cooperative story on habits of cleanliness .develop rules for cleanliness	Count: .number of spaces on grooming chart Groupings: .spaces on grooming chart by number of school days in a week	Health: .correct care of teeth, hair .mental health factors inherent in a pleasing appearance Science: .relationship between cleanliness and good health Social Relationships: .how members of family care for clothing and equipment through cleanliness	Have daily period for personal care routines which can be carried out at school Cleaning room, lunch table, cupboard
	Display pictures and posters illustrating precautions against common diseases Show film relative to care and treatment of common illnesses such as a cold	Discussion: .how common diseases effect members of the class .symptoms of illness as warning signals .ways of preventing or avoiding illnesses, i.e., avoiding person with symptoms, wearing proper clothing .self-care behavior during illness	Vocabulary: .introductory use of thermometer as basis for comparative terms of heat and cold Number recognition: .numbers on thermometer Count: .markers on thermometer (use enlarged model)	Social Relationships: .how the family acts to prevent and accommodate illness Health: .the rule of rest and adequate diet in preventing illness	Make large thermometer (using ribbon for the mercury) for children to manipulate

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH (cont'd.)		Write: .list of self-care rules for ill persons		Health: .rules of rest and care during illness such as a cold Science: .weather and its effect on health .the relationship between weather, seasons, and the choice of clothing	
	Introduce rest period with quiet music	Discussion: .rest and sleep in relation to time, place, reason and need Write: .children sign notes to parents about rest mats or rugs	Time: .as related to rest, i.e., afternoon rest period, time to go to bed at night	Science: .relation of rest and sleep to health	Prepare and label cots and blankets Label storage areas with name or picture label
	Show life size picture of boy or girl Show film about structure of body Display poster of human body	Discussion: .recognition of sensory organs and parts of body Read and Write: .label parts of body on large picture	Vocabulary: .terms of size and weight .concept in combining numbers, i.e., one eye and one eye; five fingers and five fingers	Health: .care of sensory organs Physical Education: .physical activities with physical improvement as objective	Collect pictures for picture dictionary of parts of the body Make paper silhouette of self Make a group chart showing monthly growth of each child

Objectives	Motivating Activities	Correlations			
		Languagg Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH (cont'd.)				Health: .physical activities with fun and relaxation as objectives Science: .elementary principles of leverage as in lifting properly, etc.	Simple craft projects of wood, plastic and ceramics, such as tooth brush and napkin holders, shoe shine kits, utensil holders, etc.
	Display arts and crafts work of students Display cooperative project completed by class	Discussion: .group evaluation of class project .self-evaluation of own work .establish simple criteria for making self-judgments of capability in a variety of tasks in the classroom .develop list of activities or tasks and relate abilities and inabilities to them .advantages of knowing ones abilities and limitations		Social Relationships: .the role of abilities and inabilities of family members in tasks in the home as related to Life Function on Home and Family Health: .mental health factors in factual and faulty estimates of ability and accomplishment	Scrapbook of pictures of activities which child can do well---those which require practice
MENTAL HEALTH	Film on courtesy Stories developing limits of behavior	Discussion: .familiar school and classroom rules and why they are necessary		Social Relationships: .behaviors consistent in our homes in specific family activities	

PHYSICAL AND MENTAL HEALTH (Primary)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
MENTAL HEALTH (cont'd.)		Discussion: .attitudes of the students toward specific behaviors and when they are appropriate, i.e., sharing, punctuality .cues to be observed in the attitudes of others which signify when one is overstepping limits .how far parents and teachers will let certain behavior go before stopping it, i.e., rough housing, noisiness		Health: .mental health factors in being sensitive to limits of behavior	
SERVICES	Show pictures of children visiting doctor and dentist Show a film on visiting the doctor's office Have school nurse show and explain the common examination instruments used by the doctor in routine examinations	Discussion: .children's visits to own doctor or dentist .why the school has a nurse Dramatize: .visit to doctor's office ,an experience with .a doctor or nurse		Social Relationships: .doctor and nurse as helpers	

PHYSICAL AND MENTAL HEALTH (Intermediate)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH	Films on good eating habits, nutrition, or cleanliness Posters on basic foods	Discussion: ◦food as a source of energy ◦food combinations typical of breakfast, lunch, and dinner ◦relationship of foods, exercise, rest, and regularity of body function in maintaining good health Read: .basic food charts .health books on food and diet Write: .combinations of foods in preparing balanced meal ◦list rules for good health based on good eating habits	Vocabulary: ◦measurement terms of weight, size, and amount Compute: .cost of food for a meal Compare: .time spent in resting and exercising by persons at different ages	Social Relationships: ◦sources of foods and how they get to us Science: ◦animal experiment to illustrate effects of adequate and inadequate diet Physical education .types of physical activities beneficial to appetite and digestion Health: ◦how the body uses food	Group competition in planning and preparing best balanced and most economical breakfast for entire class Collect pictures for recipe and cookbook Class mural to illustrate sources of various basic foods Make own recipe book Make a chart illustrating well-balanced meals then actually prepare a meal
	Films on self-care and grooming Stories depicting relationships between cleanliness and good health Posters on care of clothing	Discussion: ◦how personal cleanliness helps to prevent spread of illness ◦every day practices in personal cleanliness ◦how proper dress aids in maintaining good health	Time: ◦hours associated with specific habits of cleanliness Money: ◦cost of articles and equipment used in personal cleanliness	Social Relationships: .family activities and provisions for personal cleanliness Health: ◦antiseptic measures which promote health and healing	Make scrapbooks with pictures illustrating habits of personal cleanliness Songs relevant to cleanliness and grooming

PHYSICAL AND MENTAL HEALTH (Intermediate)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH (cont'd.)	Pictures of children in seasonal dress	Discussion: .the relationship between well-kept clothing and personal cleanliness .selection of clothing for various activities during day Write and Read: .list desirable habits of personal cleanliness .list articles and equipment for use in personal cleanliness Read: .health books Spell: .words from health units	Compute: .costs of different combinations of articles and equipment Time: .hours at which daily activities begin and end, i.e., school, play	Health: .mental health factors in feelings of well-being arising out of personal cleanliness and pleasing appearance Science: .experiment to show how uncleanliness supports growth of undesirable organisms i.e., fungus	Have an exhibit of articles needed in keeping a person clean and neat Routine of daily personal care which can be done at school Daily chores in keeping classroom clean Simple craft projects for home and personal use i.e., manicure kits, sewing kits, first aid kits, repair kits for boys, etc.
	Posters and pictures warning against epidemic and common illnesses Display pamphlets from health departments Visit from school nurse to discuss common illnesses	Discussion: .diseases most common to children; to adults .how diseases are spread .measures that individuals and groups should take to halt the spread of disease	Time: .duration of specific diseases Money: .cost of medical attention .cost of common medicines	Social Relationships: .how the family combats illness Science: .weather and seasons and their relationship to common illnesses	Collect and display educational medical literature and posters regarding preventive measures against diseases, i.e., polio shots, small pox vaccination

PHYSICAL AND MENTAL HEALTH (Intermediate)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
		Write and Read: .experience chart of illnesses children have experienced showing symptoms and effects; measures taken to counteract them Write: .health procedures to be taken to prevent the spread of disease		Health: .individual responsibility in preventing the spread of illness and catching common diseases, i.e., exercise, rest, care of clothing	
PHYSICAL HEALTH (cont'd.)	Films on health in regard to diseases and the community Health department posters on sanitation	Discussion: .proper disposal of garbage and rubbish at school and at home .use of disposable tissue when infected with contagious illness .reason for cleansing hands and face before meals, going to bed Read: .rules regarding garbage and rubbish disposal .habits of cleanliness		Social Relationships: .people who help keep our community healthy and clean .how citizens help keep the community healthy and clean, i.e., home, yard; proper use of public waste containers Science: .how sanitation is effective in fighting illness	Collect pictures showing how the community helps to protect your health Posters for "Clean-Up-Week" Draw scenes illustrating knowledge gained from unit relative to sanitation and show on roller-box movie

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH (cont'd.)	Show films about the body or its parts Posters relative to body structure and function	Discussion: .care and protection of the body and its parts .the major vital organs and their contribution to body functions Read: .science or health books relative to the structure and function of the body Write and Spell: .common words relative to a body structure and function	Compute: .hours of sleep students get in a night, in a week Vocabulary: .pairs .terms of relative size	Science: .show how sunlight, fresh air and water are essential to health by experiments with plants Health: .the gross mechanism of the eye, ear, etc. and their care Physical Education .games and exercises designed to improve posture and body functions	Display posters illustrating good posture or care of the body, i.e., workmen wearing safety glasses, helmets in football, proper way of sitting Scrapbook of pictures showing good lighting, proper exercise or proper foods
	Show film on social behavior Telling of personal problem to class recently experienced Discussion of a problem mutually experienced by the majority of the class	Discussion: .social problems experienced by most of the students .what behaviors the individual can expect from the individual .the various possible results when we are unable to do what others expect of us .establish criteria for making self-judgments in familiar social situations		Social Relationships: .levels of performance and ability typical of jobs in the community Health: .mental health factors in awareness of ones abilities and limitations .mental health factors in behaving in an appropriate manner in the classroom and in the school	Make a large chart of pictures illustrating things we can do well, things we can't do, things we'd like to do

PHYSICAL AND MENTAL HEALTH (Intermediate)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PHYSICAL HEALTH (cont'd.)		Write: .develop individual areas for improvement in social behaviors in the classroom			
MENTAL HEALTH	Film showing children in varying situations of co-operative activity Stories that highlight difficulties arising out of misunderstanding or violating rules and customs	Discussion: .the rules that help us get along together in all kinds of situations .how the violation of rules and customs affect others .how rules and customs are enforced .the role of self-control as it applies to rules and customs		Social Relationships: .behavior rules and customs general to all occupations Health: .mental health factors in recognizing and acknowledging customs of others	
SERVICES	Film about doctor, nurse, or dentist Class visit to school nurse for check-up on sight and hearing	Discussion: .a visit with the dentist, doctor, or the school nurse .our reactions and behavior during the visits .need for private and public physicians, clinics, hospitals, health department and laws relative to health Write and Read: .experiences .names--dentist, doctor, nurse, hospital	Cost: .dental care .glasses Time: .appointments	Social Relationships: .community services immediate to the neighborhood that provide health and medical services Health: .regular physical examination as a preventive health measure	Make scrapbooks or gifts for a long term patient in hospital Scrapbook or bulletin board display of pictures of the various health services and helpers in the local community

Safety

The safety program, as the health program, should be integrated with the instructional program and should be a part of the classroom instruction. Experiences which occur in the classroom, school, home, and community should be stressed repeatedly by the teacher. The learning of safety rules and precautions should arise from the experiences of children and learning situations which are an outgrowth of everyday experiences are most meaningful.

The objections of a safety instructional program are:

1. Developing an understanding of safety in the home

   Picking up toys
   Not standing on chairs, etc.
   Not playing with matches
   Avoiding stoves when hot
   Avoiding turning on burners
   Proper use of home appliances

2. To develop an understanding of safety at school

   Some understanding of the hazards
   Proper conduct in school bus travel
   Proper attitude and conduct toward fire drill
   Safety on playground equipment and in play areas
   Developing standards for classrooms, halls, lavatories, cafeteria, auditorium, playground
   Proper care of and precaution of construction tools
   Causes of accidents

3. To learn travel safety

   Selecting the proper route going to and from school
   To understand traffic signals
   To learn ways to cross streets
   To learn bicycle safety and care

4. To develop an understanding of safety in the community

   How to report a fire
   How to get help in an emergency
   To appreciate responsibilities of firemen and policemen
   Dangers involved in playing in unsafe places, i.e., buildings under construction, ice boxes, ditches, rock piles, excavations, lumber piles, sand banks, etc.

Some of the situations which grow out of school experiences and can readily be used in health and safety instruction are:

1. The school has a fire drill. This is the time to teach and re-teach ways of fire prevention. It is also time to instill calm and reasoned behavior when emergencies arise and to learn the importance of prompt obedience to disaster warnings.

2. It's weighing and measuring time. What better opportunity is there to stimulate interest in growth? Children can learn now the relationship of height growth and weight growth, and see the effects of proper diet and rest practices in making good growth gains possible. Older children can learn to weigh and measure each other, and to assist in the weighing and measuring of younger children.

3. An accident has happened on the school grounds. Now is the time to make a school safety check to see if there are conditions that are hazardous, safety rules can be reviewed and discussed. Children can learn how to help when someone is hurt---what to do, and perhaps even more important, what not to do. They can learn the importance of prompt reporting and treatment of cuts and abrasions that may seem minor, but which might become infected if not cared for properly. They can learn to avoid play techniques which are dangerous---for example, running with pointed sticks.

4. Susan has worn her first glasses to school. Talking about the fact that eyes differ and what glasses do for people who need them offers an opportunity for more learnings about the care of the eyes.

5. John has a dental appointment and must leave school early today. Regular dental care is important for all of us.

6. It is vaccination and immunization time. Children can learn the simple health principles and practices that should be followed to avoid contracting communicable diseases.

7. Johnny stayed home from school. He has the measles. If there is an outbreak of any communicable disease, this is a good chance to teach children why it is important that they should stay home when they are ill. They can learn to cover noses and mouths when they cough or sneeze. They can learn how to use the drinking fountain properly and safely, to avoid over-fatigue by getting the proper amount of rest and sleep.

8. A substitute is teaching the class today. The teacher has stayed home with a cold. Colds are communicable whether the persons who have them are adults or children.

9. There is a fight on the playground. Now is the time to learn the futility of trying to settle disputes with fists and hard words. Children can learn to discuss, arbitrate, and to settle differences in reasonable ways.

10. A new child has come to school today. Children who learn to help the newcomer in practical and sympathetic ways are also learning to solve their own problems of personal relationships.

11. It is a rainy day. Protecting one's self from the weather by using the proper wraps is important. Children can observe the renewed life and the clear, refreshed atmosphere after a rain.

12. It's time for the school lunch. Here is the time and place to teach good eating habits and manners by practice. Children should establish the practice of handwashing before lunch. They should learn to judge their meal as to whether it is balanced or not. They can learn that it is inadvisable to take part in vigorous exercise of play immediately after eating, and can adopt the practice of a daily quiet period after lunch.

13. It's very hot today. Quiet games are in order for now is the time when children can recognize most clearly the inadvisability of over-exertion.

14. There has been a dog bite. This is the time to teach correct procedure when a person is bitten by a dog or by any other small animal. Children need to learn the proper care and handling of pets. They need to realize the inadvisability of approaching, teasing, or petting a strange animal. They need to learn that while all dogs or animals who bite are not rabid, prompt medical care must be given and the dog must be reported and examined.

15. A car goes by school too fast. This is a good time to teach safety practices in going to and from school. The meanings of traffic signs can be taught, and the necessity for traffic control emphasized. Bicycle safety is important.

16. A crippled child with a disfiguring and disabling handicap enters school. All children need to live within their own capabilities---to accept handicaps and physical characteristics that cannot be overcome, and to develop compensating talents, abilities, and skills which the handicap does not seriously affect. The "normal" child can learn many valuable lessons when a handicapped joins his class...To help the handicapped individual they must treat him like their more fortunate classmates, lending assistance only when necessary.

SAFETY (Primary)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PREVENTIVE SAFETY MEASURES	Display pictures illustrating safety rules Show safety films	Discussion: .safety rules at home, school or on street .obeying rules .consequence if rules are not obeyed Write and Read: .rules for classroom .rules for hall .rules for playground Read: .simple safety signs	Numbers: .learn house numbers .telephone number	Social Relationships: .playground safety .safety in travel .safety at home .proper care of toys as related to safety Physical Education: .learn how to use playground equipment safely	Make safety signs Sing safety songs Act out simple safety rules
	Have a practice fire drill Have a fireman talk to class Display "Fire Prevention" posters Visit a fire station	Discussion: .fire drills .fire prevention at home and school .reporting a fire ."Fire Prevention Week" ."Clean Up Week" Read: .sight word related to units		Science: .precaution necessary in fall season to prevent fires, i.e., burning of leaves, Halloween activities	Draw pictures illustrating ways children can help clean up to prevent fires Model fire fighters and/or fire equipment from clay
	Explain weather report to class	Discussion: .season and weather .kind of day .weather changes	Time: .season .month .day of week .day of month	Science: .seasons as related to weather and safety	Make a large scrapbook of pictures illustrating various kinds of weather

SAFETY (Primary)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PREVENTIVE SAFETY MEASURES (cont'd.)		Discussion: .appropriate clothing .appropriate food .safety practices			Make a large calendar and draw pictures representing the weather each day
	Talk about the storm that they saw or saw results of damage	Discussion: .what to do in case of a storm .why lights go off Write: (teacher) .list of kinds of weather on calendar		Science: .electricity and electrical appliance in relation to safety	
CORRECTIVE SAFETY MEASURES	Have nurse visit class and talk with children Show children first aid kit used in schools	Discussion: .where and how to get first aid .how to report accidents .names of items in first aid kit .who should give first aid	Dramatizing giving first aid to a person Make gift for classmate or someone who has been ill or in an accident		Social Relationships: .community helpers as related to emergencies and first aid .belonging to Junior Red Cross as a way to be a helper
	Talk about pictures children saw on TV showing a disaster	Discussion: .kinds of disasters .how disasters affect us .Red Cross and other helpers in disasters .contributing money as a way to help	Do a Junior Red Cross project for hospital or other purpose		
	Explain notes about insurance being sent home with children	Discussion: .how insurance helps parents .what having insurance means			

SAFETY (Intermediate)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PREVENTIVE SAFETY MEASURES	Students' reports about an accident Display of posters of safety rules Display of pictures illustrating safety practices Show safety films	Discussion: .causes of accidents at home, school .ways to prevent accidents at home, school, street Write and Read: .experience charts of student's report of an accident on playground .ways to prevent accidents Read: .vocabulary relative to safety in units		Social Relationships: .safety at home .safety at school .safety in travel as related to going and coming to school .community helpers as related to safety and fire prevention	Draw pictures illustrating safety practices Construct safety signs
	Show film on fire prevention Give instruction for fire drill	Discussion: .fire prevention .fire drills Write and Read: .list of ways fires can be started .fire drill rules Read: .science book relative to fire and what make it burn .newspaper articles relative to local fires	Numbers: .read figures giving cost of fire	Science: .the relationship of fire and air	Draw posters for "Fire Prevention Week"

SAFETY (Intermediate)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
PREVENTIVE SAFETY MEASURES (cont'd.)	Weather forecast report by student	Discussion: .purpose of forecasts .how forecasts help us .different kinds of weather .results of bad weather .precautions to be taken in bad weather Write and Read: .weather chart by class Spell: .weather words in units Read: .books about weather and seasons	Numbers: .read thermometer	Science: .weather as related to safety or health .seasons as related to safety and health Social Relationships: .community helpers as related to disasters and safety	Make a large thermometer
CORRECTIVE SAFETY MEASURES	Talk on safety Show film relative to first aid methods Posters on first aid	Discussion: .what to do in case of accidents .how to report accidents Dramatize: .ways children could help at scene of accident on playground, at home, on street	Number recognition: .telephone numbers .house numbers	Science: .safety and first aid in relation to accidents Social Relationships: .community helpers as related to safety and first aid	Demonstrate common first aid practices children can do Sing safety songs Make a scrapbook for person who has been in accident

SAFETY (Intermediate)

Objectives	Motivating Activities	Correlations			
		Language Arts	Arithmetic	Unit Activities	Arts and Crafts
CORRECTIVE SAFETY MEASURES (cont'd.)		Write and Read: .do's and dont's in case of accidents			
	Report on how help was given in a local disaster	Discussion: .what happened .whether it could have been prevented .how help was given .who helps Write and Read: .story how we can help	Money: .count money collected for Junior Red Cross	Social Relationships: .Junior Red Cross as a community helper in time of disaster	Make gifts for hospitalized persons
	Announce sale of school insurance	Discussion: .purpose of insurance .cost in relation to expense of accidents	Cost: .concept of sharing cost as in insurance .amount each individual pays	Health: .mental health aspects of having insurance in case of accident	

Physical Education

The basic needs of the mentally retarded child are the same as those of children without a handicap. Physically the mentally retarded child is more like the average child than in other areas of development. Often the mentally retarded child can participate in the school's physical education program with little or no difficulty, but this is the exception rather than the rule. For most special class pupils some adjustment in the physical education program is necessary. This, however, is the area of instruction that can best be integrated with the regular classes of the school, and it is most unlikely that some of the special class members cannot be integrated in the regular physical education classes with his peers. The same general objectives which apply to normal children apply to the retardate. However, to be effective, consideration of each child's physical, mental, and emotional development must be taken into account. The special class teacher is responsible for the physical education program for his class, and it is his responsibility to make the decision as to whether all, or part, of his class may participate in the regular school physical education program with their peers, or whether certain children will be unable to participate in the group.

In the primary group it is possible that the children will need individual guidance and direction, and their needs might best be met by the special teacher conducting his own physical education program. However, opportunities should be made so that at some time of the day these children will have an opportunity to participate in recreational activities in the school program. The primary children should have opportunities to develop physical coordination through low organized games and rhythmical activities. Some pupils may have multiple handicaps which make it difficult for them to enter into group activities. The teacher should take care that those with special handicaps have been referred to the school nurse. Some retarded children find group activities difficult. If so, the activities should be organized on a low or simple level with special attention being given to the development of skills. Some of these children may need corrective exercises or an adjusted physical education program. This should be discussed with the administrator, the nurse, the physical education instructor.

At the intermediate level all children should participate in regular physical education program with the exception of those needing individual care and consideration. It is in this area that retarded pupils may have experience in cooperative, competitive leadership, and the meaningful experience of group participation. It is here that they may gain confidence, success, and a feeling of self-worthiness.

Physical education programs are based on patterns of child growth and development. The characteristics of the mentally retarded will serve as a guide to the teacher, principal, administrator, and physical education personnel in developing the particular program for a particular special training class.

The teacher will find the following chart useful in planning for the physical education needs of his special class. It should be remembered that the special class physical education program is developed within the framework of the total physical education program of the school.

Implications for the Physical Education Program

	Primary	Intermediate
Implications for Program	Daily Period 15-30 minutes large space for play rhythmic activities attention to health habits group games of low organization attention to fatigue; relaxation exercise attention to participation boys and girls together beginning of cooperative play development of large muscles and body fun most important care of equipment	Daily Period 20-40 minutes playground-gym rhythmic activities attention to health habits group games--higher organization attention to fatigue; relaxation attention to participation boys and girls separate; coeducation activities cooperative play training in physical skills begins sportsmanship care of equipment

Experiences in Music

The value of music experiences can scarcely be overestimated and all mentally retarded children will be responsive to some degree to music. Music is a means of expression and it should be an integral part of the curriculum, bringing happiness to the mentally retarded child through appreciation and participation. Music, as art, should be used as a method of expression and correlated with other classroom instruction and activities. Music taught in a period set apart without any relationship to the experience unit will have little meaning except the fun while it is going on.

Music, as a part of each school day, will enrich and make more meaningful the total learning experiences of the children. In arithmetic---counting to music, listening to the number of "claps" or beats in a familiar musical phase or folk tune, developing clearer ideas of long and short, up and down, fast and slow, and many similar learnings make both music and beginning number concepts more enjoyable in arithmetic lessons. The children may count to music, listen to the beat of music, learn to hear accented and unaccented beats, and discover the number of beats in a measure.

In language arts---social studies and music are closely related. Through these we seek to develop the skills, understandings, and human qualities and relationships needed to live useful and productive lives. Through song and dance we develop an appreciation of our historical, social and cultural heritage, and an awareness of wider communities. Simple folk tunes, folk dances and work songs can help children to improve speaking voices, develop better physical coordination and spontaneous creative response to music, and provide a basis for understanding community life in other cultures.

Music is one of the most effective means of enriching unit activities and provides innumerable opportunities for group activities and experiences designed to promote social competency.

Most mentally retarded children enjoy singing, even though some may be limited to humming a tune. The child's ability in this field usually excels his academic accomplishments. Sometimes it seems best to teach songs by the rote method, no attempt being made to teach the words correctly until the melody is familiar. At other times it is quite feasible to teach words and music together, and some groups do fairly well even in simple part singing. Accompaniment by the piano or by a band of the pupils' own membership adds to the zest of the activity.

Harmonica bands, toy orchestras and other instrumental means have been used to develop in the children the joy of creating music and rhythm, as well as to accompany the class in singing. Wind instruments can be played by some children who are intellectually quite deficient. Music is one of the fields which seems not to show a high degree of correlation with academic intelligence. Some outstanding results have been achieved by teachers who themselves were musically inclined and knew how to secure musical expression from their pupils.

There is considerable emphasis given in many programs of education for the mentally retarded child for occupational training and the kinds of experiences, knowledge and skills that prepare the individual to be "economically useful". As a result, less attention is apt to be given to another great need, that of developing the ability to spend his leisure time wisely. As an adult, the mentally retarded child is apt to have "time on his hands" and the success of his training will depend on his use of this leisure time.

Art, music, and recreational activities are among those which can prepare these children to develop social skills and attitudes and thus achieve a measure of social competency commensurate with their potentialities. Occupational skills prepare the worker for adjustment on the job; recreational skills can fit him for a measure of success off the job.

Music may be the gateway through which the child may pass into specific interests and activities and relationships---through singing games, folk dancing and creative rhythms. When a child feels like singing, he is happier. Anything that contributes to the happiness of a child contributes to his education. Music is play to the mentally retarded child; he may learn to sing, to play rhythmic games, and possibly to make his own instruments for the rhythmic orchestra. As he grows a little older, he can enter into musical activities with other children in the regular classrooms. Often he may acquire sufficient ability that he may become a member of the glee club, the band, or the orchestra.

Exposing the children to carefully selected good music will help the group to learn to listen, will tend to release emotional and physical tensions, and will bring about reactions that will be an aid to the teacher as she works for release of the child's expressive capacity.

The important consideration of this phase of his curriculum, as well as in every other phase of it, is what happens to the child. The focus of attention should be constantly on encouraging the child to express himself.

The child's response to rhythm offers clues of the greatest importance to the teacher who strives to provide guidance in music and in all the other activities, for it may be the key to understanding the child's own timing---his individual tempo that governs his speech, his walking and running, his rate of working. A tempo slower or faster than his particular rate may be frustrating to him. In the careful observation of a child's responses to rhythm, the teacher may find a considerable part of the answer to the question of what the child can and cannot do successfully.

Understanding of the child's limitations of physical, social and mental development will help the teacher of mentally retarded children to determine the kinds of rhythmical expression that will be appropriate for each child. Each child should engage in all kinds of rhythmical activities that release and satisfy him. He should have opportunities to use rhythm instruments, to clap, walk, run, and skip to music, to play singing games and to engage in simple dances. Understanding and encouragement from the teacher will help him attain his maximum in enjoyment and in muscular coordination and control.

Musical experiences for the mentally retarded child should train his auditory sense. He should show development in his awareness of different sounds in his environment, in his ability to hear differences in tone, in his ability to comprehend the meanings of different sounds, and in his ability to produce musical sounds with his voice and perhaps with a simple instrument.

Singing should and can be an enjoyable experience for the educable mentally handicapped child. This can be accomplished through a thoughtful selection of songs for these children as well as the manner with which the songs are introduced and learned. Some criteria to keep in mind in the selection of songs are as follows:

1. The lyrics should be comfortably within the range of the children's ability to handle the words.
2. Both the words and melody should be repetitious in order to assure facility of learning and retention.
3. The melody should be within the range of the children's voices to assure the full participation of all of the members of the class.
4. The subject matter of the song should be relative to the children's experiences. That is, the song should have some relationship either to current school work or relevant situations in the home or neighborhood.

The teacher will find that he has considerable area for the selection of songs for the special class. Choices might be made from simple folk songs, singing games, songs popular at social gatherings, patriotic songs, favorite melodies, and suitable popular songs.

When the teacher feels that the fundamental music skills of the children in the special class are developed to an acceptable level of competency, he should begin to explore the possibilities of integrating music into the total special class program as well as into the total school program. There are many situations that lend themselves to integrating activities. Rhythm bands can be developed as an individual endeavor of the class as a whole or they might be developed as part of a culminating activity in social studies or language arts. Choral and group singing of large groups in the school present an excellent opportunity for integrating the children from the special class into the total school program. Square dancing and social dancing also are activities that serve the concept of integration. Square or social dances might be developed as part of an activity within the special class. At the same time, the special class children can be integrated into a total school activity as participants in square and social dancing.

LOCAL POLICIES AND PROCEDURES

ADMINISTRATION OF SPECIAL PROGRAMS:

Provisions of the Education Code make it mandatory upon county superintendents of schools to establish and maintain special training classes for mentally retarded minors who reside in the county and in school districts which have an average daily attendance of less than 900. County administered special training classes are operated in cooperation with the local school district. All expenses for these classes are borne through the county office.

The assistant superintendent in the office of the county superintendent of schools has responsibility for the operation of special training classes at centers in districts under 900. Responsibility for supervision of each class is shared by the assistant superintendent, the building principal, and the education consultant from the county office.

The county-employed special class teachers are directly responsible to the assistant superintendent. Problems relating to curriculum, testing, special supplies and equipment, pupil admission and dismissal, pupil accounting and classroom management are under county jurisdiction. The county School Psychologist will serve as Chairman of the Placement Committee and call such meetings as may be necessary to place, reassign or re-evaluate placement.

Building Principal and the Special Teacher

In accordance with the general philosophy of cooperation between the county office and the local school district, the direct administration of the special classes within the school will be under the jurisdiction of the principal of that school.

In matters concerning the building and grounds, relationship of special class students to other pupils in the school, time schedule, the assignment of building duties to the special teacher, the requisition of standard classroom supplies, the building principal is to be consulted.

Special class teachers are responsible for following the rules and regulations of the school. They attend faculty meetings, and take their turn on the playground, and cafeteria supervision as assigned by the principal. The teachers are to consult with the principal when there is a question about any contemplated activity. It is important that there be a harmonious relationship between the local school staff and the teacher of the special training class.

Consultant Services

Under the direction of the assistant superintendent, the consultant has responsibility for providing leadership in carrying out the basic policy and philosophy upon which special programs are provided for mentally retarded minors. This responsibility involves development of curricula and materials for meeting the needs of the retardate; assisting the teacher and administrator in classroom management; pupil evaluation; and seeing that procedures for special classes are uniform and comply with policies established by the county superintendent.

Exclusion, Dismissal, Suspension, Expulsion

The procedure is outlined by the Education Code and must be followed. Before exclusion or expulsion, the local administration should request a placement committee hearing on each case. The final decision should be a result of the committee action. In the event of exclusions, etc., it is the responsibility of the placement committee to recommend a plan for the parents to follow outside of school. In the event that it is recommended that the child be expelled or excluded, the case shall be referred to the assistant superintendent before action is taken.

Supplies for Special Classrooms

Standard classroom supplies are obtained by the special class teachers from the building principal through the procedure established in that school.

The local district will bill the county office for these supplies at the end of the school year. Additional special items will be furnished the special teacher by requisition to the assistant superintendent with the approval of the education consultant.

Special supplies and equipment furnished by the county superintendent of schools to special training classes are the property of the county office.

Transportation

The assistant superintendent is authorized to recommend transportation for any pupil assigned to a special class outside of his home district provided funds are available.

Pupil Accounting

Accurate pupil accounting is important, as it is the basis for the state financial support of the program. Daily accounting should be done in school registers according to the rules and regulations prescribed by the Education Code and California Administrative Code. Monthly attendance reports must be filed in the office of the county superintendent of schools at the close of each school month. These reports should be mailed to the county office by the second Wednesday following the end of the month.

Reassignment of Pupils

Reassignment of pupils enrolled in special classes and assignment or transfer of special education pupils is done upon the recommendation of the School Psychologist and with the approval of the assistant superintendent.

Field Trips

All field trips (including "local" as well as "distance" trips) to be taken will be reported to the building principal if on district campus. Classes not on district campus will report to the assistant superintendent prior to such trips.

Preparation for all field trips beyond the normal "walking" area shall be reported to the building principal and to the assistant superintendent prior to taking the trip. Clearance from parents, and transportation and other such arrangements will be made through the building principal.

Duty Hours

The special class teacher shall follow the schedule similar to that of teachers in the district in which the class is located. Generally this time will be from 8:30 a.m. until 3:00 p.m. for Point one classes. For Point two classes, from 8:30 a.m. until 1:00 p.m.

The county office is to be notified in advance if any exceptions to the regular working hours is anticipated by the teacher.

Absences

The special class teacher is to notify the building principal in case of absence for those classes on district campuses. For classes located on "off campus" areas the teacher will notify the county staff member designated by the Assistant Superintendent who will arrange for substitute teachers and report such absences to the office.

The building principal will send to the county office the completed form "Substitute Teachers Report".

Reporting to Parents

One parent-teacher conference must be held at least once a semester with one or both parents of each child. Parents should feel free to discuss any problems with the school personnel.

The teacher also supplements the required parent-teacher conference by utilizing the report card supplied by the county office and issued at the same time as the local school.

Promotion Policies

Pupils progress from one special training class to the next just as they progress from grade to grade. However, promotion is more largely based on chronological age, social development, and physical and emotional maturity than upon academic achievement.

Eighth Grade Graduation

When the child is eligible to graduate the teacher must test the child on U. S. History and Constitution. This test is to be administered and scored by the teacher, then given to the consultant. The same graduation policy will then be followed as is practiced for all eighth grade students in the school.

Whenever high school placement is possible, a student should be graduated with his or her age group. A committee consisting of the teacher, consultant, psychologist, superintendent or principal, shall meet to discuss and formulate recommendations for graduation.

When graduation is recommended to, and approved by the county board of education, the school psychologist shall confer with the receiving high school authorities concerning placement and arrangements that will afford the best adjustment possible for the student.

Individual Case Study Records

A case record must be kept on every child who is enrolled in a special training class. This is required by law. (5 Cal. Adm. Code 187)

Cumulative Records

The same school cumulative record which is required by the local administration for all pupils is also to be kept by the teacher on each special class pupil.

Inventories

Each teacher shall keep a yearly inventory of the equipment in his charge which has been purchased by the county superintendent of schools. A copy of this inventory is to be forwarded to the county office two weeks prior to the close of school.

Chest X-ray

Each teacher is required to have a chest x-ray every two years.

It is the responsibility of the teacher to see that the results of this x-ray are sent to the office of the county superintendent of schools prior to the beginning of the school year.

Credential

The special class teacher is responsible for the renewal of his credential. Credentials should be renewed well in advance of the expiration date.

LEGAL BASIS FOR EDUCATION OF MENTALLY RETARDED MINORS IN CALIFORNIA

RESPONSIBILITY FOR SPECIAL TRAINING:

The program for education of mentally retarded minors in California is based upon Sections 6901 through 6919 of the Education Code, 1959. The division of responsibility between school districts and the county superintendent is determined by the size of enrollment in elementary, secondary, or unified school districts. When an elementary, secondary, or unified school district has a average daily attendance of nine hundred or more, it is mandatory that such a district provide for the education of educable mentally retarded minors residing therein. The law further provides that for educable mentally retarded minors who reside in the county and in districts of less than nine hundred daily attendance, the county superintendent of schools shall establish and maintain classes for them. The county superintendent is also required to provide transportation for the pupils attending these special classes.

ELIGIBILITY OF CHILDREN:

A child is eligible for special training after he has had an individual psychological examination (6908 and 6909), and is found incapable of being educated profitably and efficiently through ordinary classroom instruction, but may be expected to benefit from special education facilities designed to make him economically useful and socially adjusted. The determination of eligibility is made by a competent psychologist holding a credential for that purpose - (6901).

STEPS IN REFERRING CANDIDATES FOR SPECIAL EDUCATION CLASSES

STEP NO. 1

Screening Children for Mental Retardation.

Each teacher should be aware of certain factors which are indicative of mental retardation. At the same time a teacher should understand that a child may exhibit certain characteristics of mental deficiency and yet possess normal intelligence. Therefore, a teacher should look at several factors which are symptomatic of mental retardation, rather than relying on any one factor alone. Some signs that a teacher may use in screening for possible mental retardation are:

1.1 Group Intelligence Test Scores

If group I.Q. scores of a particular pupil are below 80, he should be referred for individual testing.

1.2 Achievement Test Score

If a student's score is below his grade level in reading, arithmetic, etc., and his group intelligence result is in the low range, he may be a candidate for special education. Grade retardation of more than two years may be suggestive of mental retardation.

1.3 Scholastic Achievement

If a pupil seems unable to cope with the work of his grade, especially reading, and the difficulty is coupled with a low score on a group intelligence test, the pupil may be a candidate for special education class.

1.4 Developmental History

Tardiness in learning to walk, to speak, and to learn bladder control may be indicative of mental retardation.

1.5 Social Behavior

If a child's play is immature for his chronological age or if he seeks companionship of younger children, he may be retarded in mental development.

1.6 Family History

Limited understanding or slow development of a child's siblings may be a further clue to mental retardation if other factors also point to retarded mental development.

1.7 Speech Patterns

Immature speech or speech defects may be symptomatic of mental retardation.

1.8 Coordination

Poor coordination of body movements sometimes accompanies mental retardation.

1.9 Miscellaneous Symptoms of Mental Retardation

a. Inability to deal with abstractions.
b. Short attention span.
c. Poor orientation to time and place.

1.10 Cautions in Screening for Mental Retardation

Teachers should be cognizant of certain factors which operate to cause certain children with normal intelligence to exhibit behavior characteristic of pseudo mental deficiency.

a. Work below grade level may be caused by late school entrance or excessive absence.
b. Severe cultural deficiency such as occurs among some Spanish-American families may effect performance in school and scores of mental and achievement tests.
c. Health factors such as undernourishment, endocrine or neurological imbalance, vision or hearing defects may cause limited mental functioning until the condition is corrected.
d. Group intelligence scores may not be valid due to lack of effort, an emotional upset, misunderstanding of directions, etc.
e. An emotionally disturbed child may exhibit characteristics of mental retardation and yet have an intelligence within the normal range.

STEP NO. 2

Consultation With the Elementary Consultant

After having screened his class using the criteria suggested above, a teacher may feel that a child may benefit from attendance in one of the Yolo County Special Education classes. He should discuss this child with his principal and the elementary consultant serving the school. The consultant will assess the information supplied by the teacher, and will perhaps administer an additional group intelligence test. The consultant will also discuss with the teacher and principal the advisability of completing Psychological Evaluation.

STEP NO. 3

Completion of the Referral for Psychological Evaluation

The form, Referral for Psychological Evaluation is furnished to the teacher by the elementary consultant or principal. The consultant will aid in the completion of the form; however, the teacher is primarily responsible for filling out the form since he is in the best position to provide the information requested about the child being referred. Special care should be taken to provide as much information as possible which will aid in procuring a valid result from the individual test. Information regarding previous testing, physical handicaps, linguistic handicaps, educational difficulties, family background, special interests of the child will help the examiner to decide which test to use and how to proceed with the child in the test situation. Where medical or speech problems are involved, these persons should also be consulted for their impression of the subject.

STEP NO. 4

Conference Regarding Results of the Individual Examination

After the individual examination has been administered, a case study (Psychological Report) will be prepared by the examiner to show the results of the test, and a copy of this report will be sent to each of the professional persons signing the original referral form; i.e., teacher via the principal, consultant, nurse, speech therapist, etc. The individual I.Q. test scores should be recorded on students cumulative folders immediately. The course of action taken following the examination will be dependent upon whether or not the child is eligible for special education. Generally speaking, those children whose I.Q. scores range between 50 and 80 may be eligible for the mildly retarded class (educable - Section 6902), and those children whose I.Q. is below 50 may be deemed eligible for classes for the severely retarded (trainable - Section 6908). It must be recognized that there are other valid considerations besides intelligence scores which must be considered before placing a child in a special class. These considerations include: parental attitude, achievement level, physical size, social maturity, chronological age and behavioral pattern. Also such factors as available transportation, special class size and organization are considerations before placement can be effected.

A. Procedure for Children Ineligible for Special Education

If the child's I.Q. is above the range for placement in a special education class, or if there are extenuating circumstances that negate the placement of an otherwise eligible child, a copy of one of the "Psychological Reports" will be given to the elementary consultant serving the school from which the child was referred. The consultant will discuss the results of the individual examination with the teacher of the child to plan suitable educational activities for the child which align with the possible source of the child's difficulties as shown in classwork, group tests, and the recommendations of the individual examination. This report is placed in the child's cumulative folder.

B. Procedure for Children Eligible for Special Education

1) School Conference

If the school psychologist certifies that in his opinion the child will benefit from placement in a special education class, the elementary consultant and the school psychologist will arrange a conference with the child's teacher and school principal to discuss the results of the individual examination and other data relevant to placement in special education class. If the decision favors placement, then a parent conference will be initiated.

2) Parent Conference

Ideally, the parent conference should include both parents, the teacher or principal of the referring school, consultant, school psychologist, special teacher and others who are involved with the child's education or welfare. The parents should be told about their child's progress in regular school, the program in the special class, and benefits which could accrue from the child's attendance in the special education class. If the parents desire additional time to make a decision, it should be given.

3) Staff Conference

Psychologist, consultant, speech therapist, medical social worker, teacher of special education class of placement.

STEP NO. 5

Procedure for Placement of Child in Special Class

If a child's parents acknowledge placement of their child in one of the special education classes, the following procedure should be followed:

A. At the County Office

1) Arrangements should be completed for transporting the child to a special education class. Placement in some cases will be dependent upon the funds available for transportation. Arrangements for transportation will need to be cleared with the Superintendent.

2) Procedures for completing an inter-district agreement should be initiated when indicated.

3) Preparation of the teacher and the pupils in special education class for welcoming a new member of the class (if enrollment occurs during the school year).

4) Final placement made by school psychologist.

B. At the School

1) Preparing the child for leaving the school and entering the special education class with a favorable attitude.

2) Forwarding information and the cumulative folder of the child to the teacher of the special education class.

TRANSFER PROCEDURE FROM A SPECIAL EDUCATION CLASS

When a child graduates or for some reason leaves the special education class to attend another class or another school in Yolo County, certain steps should be taken to insure the proper adjustment of the child to the new situation.

The following steps will govern such adjustments:

STEP NO. 1

School Conference

A conference involving any or all of the following:

A. School Psychologist.
B. Teacher of the Special Education Class.
C. Elementary or Secondary Consultant to the new school.
D. At the new school the following persons might be involved.
    1) Principal
    2) New teacher (if known)

At this conference all information regarding the adjustment to the new school should be exchanged. The cumulative folder for the child must be forwarded to the new school.

STEP NO. 2

Parent Conferences

Following the school conference, a conference with the parents should be held to discuss the plans for the child at the new school. Aside from the principal of the new school any of the following may be asked to participate in order to orient the parent properly: the special education teacher, the county coordinator of special education, the child's new teacher, the county elementary or secondary consultant to the school.

STUDENT TRANSFERS FROM OTHER DISTRICTS

When a new student comes to school and he or his parents advise the school that the student was in a special class in his previous district, then the principal should enroll him (ordinarily) in a regular class until such time as confidential verifying papers are received. The principal should immediately notify the county psychologist of such placement. The county school psychologist should send for confidential papers immediately.

If the verifying confidential papers accompany the child or preceed him, then the principal should send them immediately to the school psychologist so that immediate placement can be made in a special program. Enrollment in a regular class is not necessary.

INSTRUCTIONAL AIDS AND FREE MATERIALS

Sources of free materials

Most of the supplies and equipment used in the arts and crafts, industrial arts, and home economics programs of special classes can be obtained in local grocery, department, drug, paint, hardware, stationery supply, and book stores; lumber yards, and plumbing, automobile, and electrical supply houses. If the teacher explains his problem to these businessmen, they are usually very helpful in making suggestions about what products to use and how to use them. If one source of supply does not have the desired materials, they will often inquire of others in the community and locate it for the teacher.

One of the major problems in the accumulation of materials is storage space which is accessible to children. Even when everything is classified and labeled, housekeeping is still a problem. Nothing is more unsightly, or useless to a child, than a miscellaneous heap of materials which confuses and discourages rather than attracts and suggests ideas. It is advisable to display a few pieces at a time in containers which permit the material to be seen and used.

Certain precautions need be observed. Not only should the materials be classified and kept in order but they must be clean. All rough and ragged edges must be filed and sandpapered smooth. Splintering wood, poisonous paint, rusty cans, jagged pieces of glass, and anything that might become a fire hazard have no place in the schoolroom.. The children should be taught criteria of safety to be observed in the schoolroom as well as in the home.

This list is presented not with the idea that anything mentioned is to be substituted for more desirable media, but rather supplementary material which can have educative value when other means are limited.

If a child is making something it should have meaning for him and not be just "busy work". Children's ways of working, as well as their products, should frequently be evaluated with them. The value of the product lies in the creative experience of making it and not in the fineness of the finished product. Children's ways of working should stimulate imagination and creativeness, increase appreciation of materials and their possibilities, and develop skill in using them.

Following is a list of various materials which may be obtained from local firms:

Material	Type of Firm
Tin scraps	Canning companies
Bowling pins	Bowling alleys
Tapestry and upholstery scraps	Any upholstery shop
Plywood and wood scraps	Any cabinet shop

Material	Type of Firm
Cartons (all sizes and shapes)	Dairy companies
Bottles	Any bottle shop will save various shaped bottles, tops, and corrugated paper
Yardage scraps	Any garment manufacturer or dressmaker will save scrap material upon request
Bricks	Brick yards, building contractors
Seeds and clay flower pots	Nurseries, seed supply houses
Sawdust	Cabinet shops, millwork companies
Tile (ceramic)	Ceramic contractor or dealer will save old tiles
Cheese boxes	Grocery stores will save various size cheese boxes upon request
Wallpaper	Wallpaper dealers will donate old sample books and odd rolls of paper
Baskets	Ask fruit packing and grocery stores
Cigar boxes	Any cigar store
Spools	Local dressmakers, shoe repair
Plastics (scraps)	Local school districts can obtain Surplus Supply: Local plastic supply houses will save scraps

This list is not complete; rather it suggests to the ingenious teacher the limitless sources of available free materials which can be obtained when one really "scrounges for beauty".

Suggestions for use of free materials

Have you tried?

Haunting stores, making friends with manufacturers in your neighborhood in a search for things which "come apart", or can be used as accessories for clever crafts; hiking during these fall days to gather leaves, twigs, nuts, pebbles, shells, pine cones, bark, and many other free gifts in nature.

The materials listed here may suggest certain things which may be made or again suggest adaptations for some craft project. The use of free and inexpensive materials which might otherwise be waste material often stimulates creativity on the part of both pupil and teacher.

ACORNS
- Animals
- Brownies
- Beads
- Nature study

BAMBOO
- Tent and wigwam poles
- Furniture
- Hobby horses
- House construction
- Fences
- Musical instruments
- Paper knives
- Tree trunks
- Fishing poles
- Polevaulting pole

BASKETS (berry)
- Cradles
- Wagons
- Crayola trays
- Plant containers

BEADS
- Ornaments
- Book mark and booklet decoration
- Indian projects
- Eyes for dolls
- Color work
- Tea tiles
- Strands
- Xmas tree decorations

BEAVER BOARD
- Walls
- Scenery
- Easels
- Desk protection
- Bulletin board
- Toys
- Tea tiles
- Dollhouse furniture
- Dollhouses
- Games

BOARDS
- Toy wagons
- Furniture, tables, benches, chairs, stools, bookshelves
- Playhouses
- Carving

BOOKS (discarded)
- Pictures
- Printing

BOTTLE TOPS
- Decorating
- Money
- Wheels
- Art patterns
- Circles
- Foundation for Xmas tree decorations

BOXES (wood)
- Toys (coping saw)
- Furniture for playhouse
- Dollhouses
- Window box
- Bird houses
- Tool cabinets

BOXES (cigar)
- Dollhouse furniture
- Sewing baskets
- Wagons
- Flower boxes
- Break apart and use in construction work

BOXES (orange and apple)
- Use in construction of large building; fireplaces; furniture; corner shelves; bookcases, etc.

BOXES (candy)
- Use in construction of doll beds, doll carriages, autos; store small objects

BOXES (corrugated)

Use in the construction of roofs, fences, washboards, Indian feather headdress, log siding for cabin

BOXES (hat)

Decorate round ones and use for drums and waste paper baskets; make square ones into doll house with removable roof

BOXES (hosiery)

Use as recepticle for pencils, crayons, scissors, puzzles, letters, numbers

BOXES (salt)

Make into toy bank with coin hole in top of lid or into a wren house with round hole in front; cover with wallpaper and use as a string container

BOXES (shoe)

Use in the construction of doll buggies, wardrobes, beds, wagons, airplanes, buildings, trains, mailbox, jack-o-lantern, use the lid for picture frames

BRICKS

Building
Book ends
Door stop
Weights
Cover with heavy paper and use as weight to press leaves
Pad one end or side and use as book ends and door stops
Stack two or more between pine boards to form bookshelves of varying widths
Use in outdoor construction work---walk repairing, dam building, walls, flower garden edging
Set in sand to form a riding or playing terrace for muddy areas

BROOM HANDLES

Buildings
Toy horses
Tent and wigwam poles
Curbing around doll house
Curtain poles

BRUSHES (tooth)

"Spatter work"

BURLAP

Curtains
Screens and walls
Bulletin board
Book covers
Costumes
Wigwams, tents
Table covers, runners, rugs
Book bags
Shopping bags

BUTTONS

Beads
Doll's eyes
Color work

CALENDARS

Use numbers for labeling
Use numbers as house numbers, auto licenses, numbering pages, for tickets

CANDLE ENDS

Melt and remold into new candles, floating candles, figurines
Carve into animal and flower shapes

CANDY CUPS

Dishes
Hats
Flower pots
May baskets
Valentines

CANS (aspirin)

Decorate and use for stamps

CANS (baking powder)

Perforate cover and use for sandsifter, sprinkling can, or soap dispenser
Cut slot in cover, decorate, and use as bank or string holder

CANS (coffee)
- Decorate for a hanging basket for vines
- Use a tall can for sweet potato vine
- Use three sizes for canister sets
- For range sets---fasten wooden beads on top of lids with small stove bolt, paint and letter for sugar, salt, flour, soap chips

CANS (tobacco)
- Paint and use as containers for screws, nails, buttons, shells, and seeds

CAN LABELS
- Cut out illustrations and paste in picture books and on work-study cards

CAN TOPS
- Make into cookie cutters, Xmas tree ornaments, candle reflectors, wheels, coasters, shields, tambourines, cymbals, pin and ash trays

CATALOGS (clothing)
- Use illustrations in making arithmetic charts of things to buy, paper dolls, books on clothing, family scrap books

CATALOGS (flower)
- Use as decorations on boxes, furniture and plaques
- Illustrate nature booklets, labels, bookmarks, gift cards, book covers, valentines, paper beads, and reading charts
- Plan seasonal garden and compute costs

CATALOGS (food and furniture)
- Use in playing store and for making dollhouse scrapbook
- Use in making booklets about home and family life
- Plan meals and furnishings for a home

CATALOGS (travel)
- Use illustrations in making scrapbooks
- Use for supplementary reading

CATALOGS (vegetable)
- Use illustrations in making posters for food study, nature study, grocery store ads, and matching games
- Plan gardens and compute costs
- Plan menus and study food values

CLAY
- Pottery
- Adobe houses
- Tiles
- Sand table animals
- Fences, walls, and building construction
- Bridges
- Tea sets
- Vegetables for play store
- Art problems

CLOTH SCRAPS
- Doll dresses
- Rug---woven, crocheted, hooked, braided, knotted, knitted
- Dolls and soft toys
- Color study
- Marble bags
- Bag for jacks and ball
- Bean bags
- Quilt blocks

CLOTHESPINS
- Clips
- Animals
- Dolls
- Fence posts
- Napkin clips

COAT HANGERS
- Rockers for chairs, cradles, etc.

CONES
- Collections for nature study
- Trees for sand tables
- Bodies for birds
- Tree decorations

CORKS

- Floating toys
- Animals
- Stools and chairs
- Stick printing

EGG SHELLS

- Eskimo houses
- Easter eggs
- Tree decorations

FEATHERS

- Collect and arrange in patterns for mounting
- Dip in colored paints and inks for design effects
- Classify for study
- Indian headdress
- Quill pens

FELT SCRAPS

- Doll hats and shoes
- Mats
- Animals' blankets
- Rugs and cushions
- Design for applique
- Underside of book ends
- Cut, pad, and stitch together to make pot holders, needle cases, penwipers
- Fashion into flowers and leaves for picture designs
- Glue on clay objects for protection pads

FLOWERS (pressed)

- Nature study collection
- Blue print specimens

GOURDS

- Xmas tree decorations
- Jack O'Lanterns
- Pumpkins
- May baskets
- Eskimo houses
- Indian bowls
- String holders
- Bird houses
- Hanging baskets
- Water dippers

INNER TUBES

- Indian headdress
- Belts, shoes
- Mats
- Rugs
- Fly swater
- Elastic bands
- Swings
- Block prints

JARS and bottles

- Vases
- Dresser sets
- Paste jars
- Paint jars
- Specimen containers
- Fish bowls
- General containers
- Lamp bases

KEGS (nail)

- Make into drums, stoves, boilers on locomotive, front of airplane, and chairs
- Use as blocks in building construction or in free play
- Use as a container for sticks, blocks, and toys

LEAVES (pressed)

- Collections for nature study
- "Spatter work"
- Blue print
- Room decorations

LINOLEUM

- Block prints
- Tea tiles

MEAT SKEWERS

- Boat masks
- Axles
- Flag poles

MESQUITE, MANZANITA, EUCALYPTUS

- Handles
- Envelope openers
- Napkin rings
- Musical instruments

NEWSPAPER
- Stuffing
- Patterns
- Kites
- Papier mache

OAK BALLS OR GALLS
- Xmas tree ornaments
- Bodies for birds, etc.
- Dolls
- Games

OILCLOTH
- Use in covering table tops, stools, chair backs, waste baskets
- Make into bibs, stuffed animals, pillows, or seat pads, book marks, covers for cleaning cans, place mats
- Fit and sew onto books as covers
- Use scraps in decorating knitting bags, Easter boxes, memorandum pads

PAPER TUBES
- Handles for jump ropes
- Smoke stacks
- Tiles for roofing
- Tree decorations
- Marionettes and puppets

PINE NEEDLES
- Baskets
- Trays, mats
- Stuffing for pillows, toys, etc.

RAFFIA
- Rugs
- Baskets
- Mats
- Doll hats
- Ties for booklets
- Tying packages

ROPE
- Use in making swings, tails, handles, pulls, reins, and jumping ropes

SAW DUST
- Doll and animal stuffing

SEEDS
- Beads
- Doll eyes

SHOE LACES
- Use as drawstrings for marble and scrap bags
- String and lace toys
- Braid to make handles and loops by which to hang tools and toys

SHIRTS (men's)
- Cut out sleeves and use as smocks
- Rip open sleeves, cut and hem for place mats
- Square center back, crayon or print design, and use as wall hanging

SKATE WHEELS
- Cars
- Buggies, scooters
- Casters for boxes, etc.

SPOOLS
- Pillars for houses and bridges
- String holder
- Handles for jump rope
- Tops
- Games---nine pins, etc.
- Dollhouse furniture wheels
- Dolls, animals
- Puppets
- Beads

STOCKINGS (nylon)
- Use in making dolls, puppets
- Weave, crochet, braid or hook into mats, hot pads, chair seats
- Stuff for doll bed mattresses
- Shred for hair and stuffings

STRING
- Use in spool knitting, stringing beads, knitting dish cloths, crocheting curtain pulls, weaving mats, purses

TILES

Glue rubber washers on underside of each of four corners of small tiles and use as hot pads

WALLPAPER BOOKS

Covering for boxes, waste baskets

Decorations, Valentines, wrapping, paper posters, picture background, notebook covers

WASHBOARDS

Paint and use as a rhythm band instrument, strumming with a thimble

WINDOW BLINDS

Curtains for puppet show
Scenery for puppet show
Table covers
Aprons
Book covers
Blackboard screens
Doll house shades
Maps, charts
Stretch over wooden bowls to make drums

WIRE SCREENING

Sieve for sand
Animal cages
Fly swatter

YARN

Flowers, doll hair, weaving, tying packages

MISCELLANEOUS SOURCE MATERIALS FOR CRAFT PROJECTS

Balloons
Bark
Branches
Butterflies
Cattails
Cellophane
Copper
Corn Silk
Corn Husks
Corn Cobs
Coral (sea)
Cotton
Cow's Horns
Driftwood
Egg Cartons
Excelsior
Fur
Glass (colored)
Leather
Light Globes
Macaroni
Marbles
Match Boxes
Milk Cartons
Pins, colored
Pine Nuts
Pits, fruit
Plastic
Pipe Cleaners
Pods, milkweed
Pods, eucalyptus
Popcicle Sticks
Records, phonograph
Reed
Ribbon
Rickrack
Rocks
Sand
Scrapwood
Seed Pods
Sequins
Shells
Soap
Springs, coil
Styrofoam
Stones, odd
Tooth Picks
Tree Moss
Walnuts
Walnut Shells
Wire
Wooden Spoons

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APPENDICES

YOLO COUNTY SCHOOLS
REFERRAL FOR PSYCHOLOGICAL EVALUATION

APPENDIX I

IDENTIFYING DATA:

Child's Name ____________ (Last) ____________ (First) ____________ (Middle)

Also Known As ____________ Birth Date ____________ (Month) (Day) (Year) Sex ________

Present Address ____________ City ____________ Phone ____________

REASON FOR REFERRAL: (Check appropriate reason or reasons)

Possible Emotional Maladjustment ________ Educational Disability ________

Possible Mental Retardation ________ Other Reasons (Gifted, etc.) ________

SCHOOL DATA:

School ____________ District ____________

Present Grade ____________ Previous School Attended ____________

How Long Has Child Attended This School? ________ Grades Repeated ________

Has Child Attended A Special Class? No ______ Yes ______ Where? ____________

Attendance: Regular ______ Irregular ______ Reason ____________

FAMILY HISTORY:

Father's Name ____________ Occupation ____________ Health ________

Mother's Name ____________ Occupation ____________ Health ________

With Whom Does Child Live? ____________ Relationship ____________

Attitude of Parents Toward Child ____________

What Language Is Spoken In The Home? ____________

Siblings - Age and Sex ____________

Socio-Economic Level of the Home: Superior ________ Average ________ Poor ________

COMMENTS: (Include child's achievement in class)

____

____

____

(see other side)

EMOTIONAL MALADJUSTMENT:

Are There Symptoms of Possible Emotional Disturbances or Maladjustment Such as:

	Yes	No		Yes	No
Thumb sucking			Temper Tantrums		
Nail Biting			Extreme Mood Swings		
Enuresis			Mistrustful		
Immaturity			Excessive Passivity		
Excessive Fantasy Life			Morbid Interests		
Anti-Social Behavior					

Other Symptoms of Emotional Instability ________________________________

____

ACHIEVEMENT TESTS: (If none has been administered, please indicate by the word "none".)

Name of Test	Date Given	Grade	Grade Placement	Percentile

INTELLIGENCE TESTS: (Group)

Name of Test	Date Given	Grade	Intelligence Quotient	Percentile

INTELLIGENCE TESTS: (Individual)

INTELLIGENCE TESTS: (Individual)	Date Given	Grade	C.A.	M.A.	I.Q.	V.S.	P.S.	F.S.

SOCIAL RELATIONSHIPS:

How Does Child Relate To Other Children? ________________________________

____

____

How Does Child Relate To Adults? ________________________________

____

____

HEALTH DATA:

Vision Test Given ____________ (Date) Right ____________ Left ____________ Wear Glasses ____ Yes ____ No

Hearing Test Given ____________ Results: ________________________

Coordination ____

Physical Condition and Health at Present: Good ________ Fair ________ Poor ________

Physical Disability, if Any ____________________ Onset ____________

Private Physician (Name) ____________________ Agencies or Clinics ____________

Please list any other serious illnesses, accidents, or conditions which may be contributing factors in child's problem. ________________________

____

____

NURSE'S COMMENTS:

____

____

____

TEACHER'S COMMENTS:

Please make any further comments that you feel will be helpful in understanding this child. Indicate if there have been any previous evaluations or conferences, etc. Also indicate other community agencies which have had contact with this child.

____

____

____

(see other side)

SUPERVISOR'S OR PRINCIPAL'S COMMENTS:

Signature of Classroom Teacher

Date ____________________

Signature of Consultant

Signature of Principal

Signature of Nurse

END -- DATE FILMED

APPENDIX II

YOLO COUNTY SCHOOLS

CONFIDENTIAL

PRIVILEGED COMMUNICATION

USE OF THIS REPORT:

This report is restricted to the school, agency or private practitioner to whom it is addressed. It can only be forwarded by a signed consent of the parent or legal guardian.

When sent to the school this report should be consulted by only those having a direct contact with the child or family referred to. This information should be included in the student's cumulative folder and under NO circumstances should the content of this report be released to parents, legal guardians, or the student himself.

Intelligence scores from individual tests, such as the WISC or Binet, should be recorded on the student's cumulative folder as soon as received.

TRANSFER OF THE REPORT:

If the child referred to in this document is transferred to a second school district this report is to be returned to the County Office before forwarding the cumulative folder. A "Report of Previous Case Study" form should be put in the student's cumulative folder at this time.

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